SAFETY

SEPTEMBER 1957

Two Sections · Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

EDITOR'S NOTEBOOK

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Alice M. Robison

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We were reminded of these possibilities for you when Jennie Spadafora of the NSC Statistics & Research Division handed us the table and story which appear on pages 18 and 19 of this issue. For two accident victims out of every five young people, aged 5 to 19, who died in 1953, may mean just two statistics to some persons. But for many teachers . . . perhaps for you . . . these two figures have had form . . . names, and faces . . . bright blue eyes and blond curls . . . and much charm.

"Two Out of Five" is published this issue, just as every September, as a reminder of the job of safety education which remains ahead of us. The rest of this issue is devoted to helping you teach safety at every grade level. In the pages that follow we present the ideas and practical experiences of school people themselves . . . of men and women who have worked out ways to meet the general safety education need as well as the specific accident problems of their own communities.

You can start out this issue with "We followed him to school one day . . . ," a story which tells how one elementary school handles to-and-from-school-safety (on bikes) and how this same school has rounded out a safety program touching each phase of the student's day. Also in this issue you can discover how students in one high school auto shop have set out to make safety the standard of fellow teen-agers. You can read six separate solutions to safety on the sandlot. You can investigate how one safety sponsor uses the month of September to start her students out right, organizing them for group safety activities throughout the year.

The high school graphic arts instructor receives six pages of specific assistance in this issue, as we present our 64th Safety Education Data Sheet. And, at the other end of the school ladder, you'll find in these pages our first presentation of a kindergarten safety lesson, intended to provide ideas just as helpful at this level as are those of the regular elementary and secondary safety lessons.

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1. A hungry boy in the morning, Don gets a second glass of milk from his mother, Mrs. Arthur Lipski, before starting off to school. The clock says 7:45, plenty of time for Don to eat a leisurely breakfast and still get to school without hurrying. Otherwise, hurrying to school with the fear of being tardy might prompt Don to take a few chances in traffic.

"We Followed Hi

and took note of the many times safet nt

EIGHT-year-old Don Lipski of Highland Park, Illinois, is a typical American schoolboy. Well-behaved, interested in everything going on around him, he is wide awake, alert, ready for anything that may come his way. For Don, the experience of growing up is wonderful. And his parents, teachers and community have a responsibility to keep it that way, by teaching him how he can avoid harmful accidents . . . how he can detect unsafe situations before they occur . . . what he should do if faced with a potentially dangerous situation.

The elementary rules of safety as well as constructive, practical experience in safe practices are very important to Don's future. He is fortunate that he goes to a school which emphasizes safe attitudes in day-by-day teaching, as well as in year-round programs.

Don is a member of the third grade at Lincoln school, Highland Park, Illinois. Lincoln school is a rambling brick structure principaled by Stanley McKee. Mr. McKee has many problems in safety in his school, as do all other school administrators. But there are three exceptionally serious traffic problems which exist at Lincoln. First, many of the children, on their way back and forth to school, must cross the busy railroad tracks of the Chicago-North Western Railway's main line. Second, other children at Lincoln must walk across a major highway which lies within a few blocks of the school. Third, Don is just one of a great majority of the children who ride to school on bicycles.

Mr. McKee solves the railroad problem by the presence of a crossing guard to stand at the railroad tracks when children are coming to school and again when they are returning home. The children must wait for the guard's all-clear signal before crossing the tracks.

School patrols are posted at school intersections to insure pedestrian safety.

Mr. McKee meets the problem of a multiplicity of bikes on school property by having each cyclist turn over his bike to a patrol when he reaches the school grounds. The patrol places the bike neatly in a bike rack. This gives the school grounds an orderly appearance; more important, it prevents the accidents caused when children or visitors fall or trip over bikes left lying carelessly, or a jam-up in entering and leaving the bike lot. When the children are released for lunch or after school, there is another problem. Bicycles would fill the streets, creating a traffic hazard, if all the cyclists were released at the same time. So Mr. McKee releases first and second grade cyclists earlier than the rest, lines them up along the edge of the street, allows them to go when the school patrol signals all clear.

For a closer look at Lincoln school's safety program, SAFETY EDUCATION's camera traveled to Highland Park recently to record a normal school day in the life of Don Lipski. The pictures start at upper left.

A school principal with three big safety problems to cope with every day is Stanley McKee, right, principal of Lincoln School, Highland Park, Illinois.

H m to School One Day . . ."

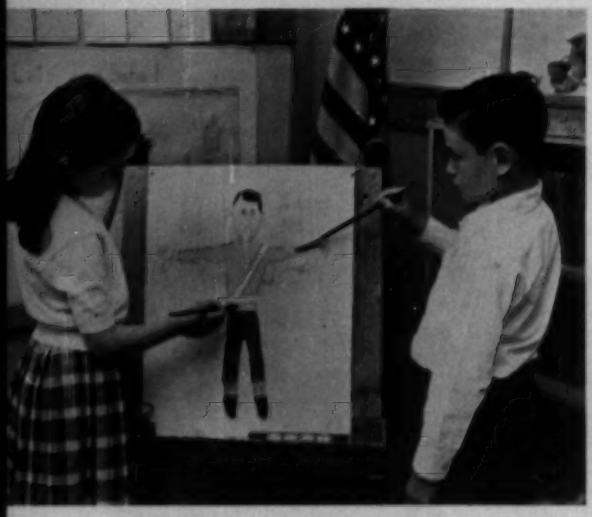
fet nters into the life of an eight-year-old like Don Lipski, of Highland Park, Illinois. . .

2. *Upper left: The crossing guard (third from right) keeps the children back at the railroad crossing as the suburban train comes through. A special problem at Lincoln school are these nearby tracks, which carry C & NW main line traffic.* **3.** *Upper right: At the corner near the school, the school patrol motions two first-grade pedestrians and Don and his friend to a stop, as he makes sure it is safe to cross the street.* **4.** *Lower left: All's clear. The school patrol steps off the curb for a moment as the first graders and cyclists cross the street. Though school patrols at Lincoln school as elsewhere do not ordinarily enter the street, at this corner it is necessary to step off the curb in order to get a clear view of approaching traffic.* **5.** *Lower right: Arriving at school, Don lets another school patrol "rack" his bike. All the children's bikes are placed in racks by a patrol whose chief duty is the bike rack. This insures neat placement of bikes, prevents children getting hurt on bikes that might otherwise be loosely thrown into racks or laid on the ground.*

please turn the page

We Followed Him to School . . .

(Continued from last page)



6. *Once in class, Don works on a safety poster with a third grade classmate. Together, they paint a picture of a school patrol directing the children, a familiar sight to all of the children at Lincoln school.*

7. *Don prepares to draw while his classmates read. But, as he takes out his box of crayons, a slip of the hand knocks them all over the floor. Don's teacher has trained the children to prevent accidents through good housekeeping. He bends over immediately to retrieve the loose crayons, fearful that a classmate may slip on them.*

9. *It's time to go home for lunch, and a hungry bike brigade lines up at the corner, waiting for the patrol to signal that it's safe to cross the street.*

10. *Wood shop gives Don an opportunity to work with his hands. Making sure Don learns to use a saw safely, instructor Harry Kubalek takes time to guide his hands, give him pointers.*

8. Recess time arrives, and the children work out their excess energy on the playground. Don and two classmates try out the jungle gym. Other children play on the swings, teeter totters, slides and other equipment in the school yard. On each of these, they are taught safety rules so that they will know how to avoid painful injuries.

11. Joyous moment when school is out! Children follow the railroad crossing guard, scatter to their homes when safely across the tracks, another day of safety lessons reinforced.

S & C Research Committee to be Set Up

A research committee has been set up within the School and College Conference, National Safety Council, Dr. Wayne P. Hughes, director of the School and College division has announced.

Duties of the research committee will be to evaluate research problems and prepare brief statements as to the methods of attacking research problems, both classroom problems and those on the master's and doctor's degree level.

Chairman will be Dr. Herbert J. Stack, director of the Center for Safety Education, New York University. Dr. Hughes will be secretary.

More about the research committee will be reported on at the School and College Conference in October.

Dean Waldo Lessenger Dies

Waldo E. Lessenger, dean of the college of education, Wayne University, died last May in Detroit.

Lessenger was an internationally known figure in teacher education. He had been dean of the college of education for nearly 25 years. He was past president of the American Association of Colleges for Teacher Education and first chairman of the National Council for Accreditation of Teacher Education. In the past few years, he had often served as a consultant for city, state and national education commissions, and helped establish teacher education programs abroad.

Dean Lessenger, a participant in the National Safety Congress frequently, early recognized the importance of safety education. He introduced one of the first courses in safety education for teachers at Wayne University, and his early support was valuable in securing recognition for the new field.

Wisconsin Educator Dies

Roy R. Van Duzee, director of the West Allis School of Vocational and Adult Education, West Allis, Wisconsin, died last May after a long illness. Long interested in safety and an important figure in the safety movement in the Milwaukee area, he was formerly an adviser on the West Allis Industrial Safety Council. In 1952, he was appointed by President Truman to represent the Milwaukee area at a conference on industrial safety at Washington, D. C.

Mr. Van Duzee had been director of the West Allis School of Vocational and Adult Education since 1941. He was a graduate of Stout Institute with a master's degree in industrial education from the University of Wisconsin.

Make Safety Their Standard

Below: A. C. Vasis introduces Safety Club members to the school.

Above: A loud speaker-equipped car promoted Safety Week.

Auto Shop students in this Chicago high school have gone all-out for safety, formed their own safety organization, sponsored an ambitious program to reduce accidents in their school. Their instructor, A. C. Vasis, Jr., tells here how they did it, how the Safety Club operates, the advantages of having students themselves working for safety. . .

TEEN-AGE traffic accidents—one of the most serious causes of injury and death among young men and women—were given a long, thoughtful look by students in Chicago's Senn High School Safety Club last year. Unanimously, they decided to see what they could do about it among their fellow students.

The occasion for the "long look" was national observance of S-D (Safe Driving) Day December 15, the day set aside by President Eisenhower to call attention of the nation's 71 million licensed drivers to the appalling national traffic death rate.

Another cause for their concern: December is the most dangerous month of the year for traffic accidents in Chicago.

Senn high school students are accustomed to taking the initiative concerning safety. Just two years ago a group of them, concerned about careless driving and shot-rodding near school grounds, came to me with the request that I organize and sponsor a student safety group in the school. A steering committee was formed to study the situation, a constitution was written, and the Senn High School Safety Club was formed. Since then, the group, made up of Auto Shop students, has become one of the most active organizations in school.

Now they were faced with a real problem—how could they make their fellow students doubly interested in the fact that careless driving is foolish driving, that safe driving not only saves time but saves lives?

They decided to proclaim the week of December 5th to the 12th as "Safe Driving Week." It was timely—a week later the nation would be observing S-D Day. It was new—and different. The Safety Club launched a full-scale program to encourage safer driving and increased safety consciousness in the student body.

High school students are followers, and too many are following the wrong example—that of the reckless speeders who take so many lives each year. Safety Club members reasoned that if safety is introduced to them properly, students will realize the need for safe driving, and many lives can be saved, and injuries prevented.

They went about the project with typical teen-age enthusiasm. Safety posters and slogans were placed throughout the building. Actual traffic signs were hung in the halls to familiarize students with their shapes and warnings.

Students wore hat bands with safety messages printed on them. Slogans and messages were placed on automobiles parked near the school. Safety slogans were published in the daily bulle-

tin which is read during division (homeroom) period. The school newspaper, and even a metropolitan newspaper, wrote stories about the Safety Club and S-D Week at Senn. Photos of accidents in huge sizes were hung on corridor walls, with safety captions above them.

One of the most successful devices used in the campaign was a 1931 Model A Ford rendered mechanically safe by shop students and rigged up with two loudspeakers. The car was driven in the vicinity of the school before and after school and during lunch periods, and traffic safety messages, slogans and announcements were broadcast from the car.

On Assembly Day, four assemblies devoted to safety were presented to the entire student body and faculty. Nils A. Lofgren, director of field services for the Chicago Citizens Traffic Safety Board, gave a short, straight-from-the-shoulder talk on acquiring habits of safety in driving. He also showed a film strip, and a Walt Disney film, "Motor Mania." Members of the club wrote and produced a skit, "Safety Net," for the occasion.

To reinforce the message some 30,000 pamphlets on safe driving and living were distributed to the student body of Senn during the week, and a safety slogan contest gave students an opportunity to participate actively.

By the end of the week, Safe Driving was on everybody's lips. More important, there was noticeable improvement in student driving around school. Safety Club members expressed satisfaction that their day-to-day objective of making the student body and faculty more safety-conscious had been successful.

We have continued to reinforce that safety-consciousness throughout the year with continued safety promotions in the school. From time to time safe driving posters appear prominently on bulletin boards throughout the school halls. Student-written articles point up safe driving practices in the school newspaper. Members of the Safety Club take field trips to traffic court, the police department and other organizations which are concerned primarily with safety, come back and talk about it to their friends. During club meetings there are talks, films and charts, and members study safe practices. Periodically, they take safety tests, testing attitudes towards safety.

We feel the Safety Club has made a real impression on safe driving habits at Senn. In the several months prior to June, 1955, there was no shot-rodding near the school, and all driving seems to be more careful and courteous. Though Senn had had few serious traffic accidents among its students, the students themselves had decided the time to begin guarding against accidents is before they occur.

And when students are interested enough in safety to do something about it, we found, your school's safety program can surge ahead. The students approach their fellows in their own idiom, at student activities, in their social lives. They give new pep, new ideas to safety promotions, are not afraid to try, with supervision, projects that their elders would hesitate to attempt.

And safety to the average student, then, becomes something more dynamic than those "old-fashioned principles that teachers and parents keep harping at us." As is natural with any activity that becomes more interesting the more it is delved into, students find habits of good safety *worth* trying out when they find out *why* those habits are stressed.

If you're interested in starting a student safety organization at your school, I think you can expect to find your students as eager to help as those at Senn were. Of course, you may find they are most interested in traffic safety at first. It is a subject which is dramatic and of obvious import to all of us. However, home and school safety, sports safety, camping and swimming safety—safe attitudes in *every* phase of their lives—can be coordinated into the safety club's program. They are a natural area for program expansion. And, as the program expands, membership in a student safety club need not be limited to Auto Shop classes alone. Representatives from other classes can be given opportunities to join the Safety Club too and lend their enthusiasm to the group.

If your safety education program needs a shot in the arm, look to the students themselves. If the results at your school are as good as they have been at Senn, they will be well worth the effort.

For information on how to start a student safety organization in your high school, the School and College Division of the National Safety Council has reprinted a series of articles that appeared in *Safety Education* Magazine issues from May to December, 1954. The five reprints, "Make Safety Their Responsibility Too," may be had at very low cost by writing the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

SANDLOT solutions

Crushed fingers, injured shoulders, broken bones—these are the all-too-frequent results of rough-and-ready games played on sandlots with no protective equipment and no supervision of any kind for the players. Safety Education Magazine was concerned about these sandlot injuries, asked six recreational experts this question: "Facts have shown that sandlot sports played without supervision, adequate personal protective equipment or training, and on improper playing surfaces, can be one of the most hazardous of all youth activities. How can sandlot sports be made as safe as possible for all participants?" Here are their sandlot solutions.

A. EVERETT STROUT,
Chairman, Safety Committee,
District Superintendent,
Portland, Maine

Sandlot sports are great fun. Usually they mean neighborhood groups of youths joyously and enthusiastically playing games. Too frequently, however, accidents turn this spontaneous fun into tragedy. Hazards lurk on sandlot sites. Some of these hazards are: busy streets that border many play areas, rough grounds often hiding broken glass or other dangerous rubbish, too small a field for the game being played, and unsafe spectator space.

To avoid accidents, contestants should be properly equipped and clothed for the particular game. It is important that the playing rules be understood and carefully followed. Many of the above hazards can be reduced if at an earlier time—at school, on the playground, or in other organized agencies—the rules have been instilled and equipment provided under competent supervision. Sandlot sports for all ages can be fun if proper care is taken to avoid accidents.

A. E. "JOE" FLORIO,
Associate Professor,
Physical Education,
University of Illinois,
Urbana, Illinois

In order to prevent sports accidents on our sandlots, it is necessary to first find out the types of accidents, their causes, and how many there are. This is very difficult to do, and the following may be helpful:

▸ In those communities and neighborhoods where sand lot areas must be used for sports activities or recreational purposes, citizens will have to accept a certain amount of responsibility for preventing the accidents. Definite steps must be taken to organize a local neighborhood committee to find out what types of accidents are occurring, and then to see what can be done about them. It may be possible to use school records, or just general observation by the parents in the neighborhood. If solutions cannot be found to the existing hazardous conditions, aid may be obtained from the local safety council or the community recreation department, or the local coach or physical education teacher.

▸ Usually the kinds of accidents occurring on a sandlot are cuts and bruises from stones, pieces of glass, tin cans, and so forth. Another common type of injury is bad twists and sprains, and possibly broken bones from stepping in holes or tripping over roots of trees. A possible solution for avoiding these kinds of mishaps may be for the neighborhood parents to get together and stage a clean-up campaign for all the empty sandlots in the immediate community. Assistance here may be obtained through local service clubs, PTA groups and so on.

▸ If the lack of safe equipment makes participation hazardous on sand lots it may be necessary to abolish sandlot activities until proper equipment can be made available, either through purchase by the participant or through donations by service clubs or interested people in the neighborhood.

▸ If the area is located near highly-traveled streets or highways where youngsters may get

seriously hurt running out in the streets to chase balls, a wire mesh fence or a wooden fence that would not be too expensive could be provided. This again could be done by the parents in the neighborhood.

▶ As we all know, many accidents on sandlots could be avoided if the participants were more skillful in the activity. Adults or older youth who have competencies in the sports that are commonly played on sand lots—soft ball, touch football, and the like—could be called on to coach and train youngsters. Local newspapers can lend assistance in recruiting such individuals and also to rally neighborhoods to assist in making sandlot areas safe.

▶ Many sandlot accidents could be avoided if the parents in the neighborhood would offer some supervision to the activities when youngsters are playing.

DONALD A. GREEN,
Head Basketball Coach,
Cedar Falls High School,
Cedar Falls, Iowa

If facts show that these three conditions prevail most frequently when sandlot accidents occur, the procedure would be to minimize each one as much as possible. Sandlot areas are not the usual premise of the trained supervisor, but he can do a lot indirectly to lessen accidents on the sandlot.

First, he can teach the skills of major sports to ALL boys, at least those skills that, when done incorrectly, result in needless injury. Secondly, the physical education teacher can make such teaching a mandatory part of the skills program of the school.

Football, basketball, and baseball make up the bulk of the game activities carried on by the sandlot player. If the fundamentals of these three sports can be incorporated into the physical and mental skills of the boy, his chances of accident are materially lessened. A boy doesn't

***Forum-In-Print** is a monthly Safety Education Magazine feature, giving prominent space to educators in school systems all over the United States for their views on important questions in safety education today.*

dive headfirst into second base, or throw a bat wildly after completing a swing, or attempt flying tackles, when he knows the results of such measures, *and* the proper and *more effective way* of getting the job done.

Other coaching and teaching points that aid in cutting down possibilities of accidents include training in good sportsmanship, proper warm-up procedure for the more strenuous sports, keeping equipment clean and in good repair, not getting tired to the point of exhaustion, being constantly on the alert during the progress of the game, knowledge of the signals to anticipate action, first aid, strapping weak ankles and wrists, and how to fall without injury.

Equipment and grounds are a home and community problem. Community organizations adopting the sandlots as their special province could aid in arranging for such safety features as protective fencing, drinking fountains and toilet facilities located with care, a shelter house to keep equipment when not in use, and a level activity and play area. Personal equipment should be chosen with the idea of maximum protection and utility. Regular protective equipment of the baseball and football player should be available to the participants, as well as other safety details: unbreakable glasses if glasses must be worn, eye masks, taped handles on baseball bats, and basketball bankboards with recessed posts.

Thus through education, "indirect supervision" and community awareness of sandlot

(Continued on next page)

Below, left to right: A. Everett Strout, A. E. "Joe" Florio, Donald Green, and C. P. Newsome.

Sandlot Solutions

(Continued from page 9)

areas, much can be done to prevent accidents before they happen.

JOAN D. HUGHES, Ed. D.,
Supervisor of Elementary Physical Education,
Richmond Schools,
Richmond, California

In my opinion, an important step in achieving desirable safety standards in sandlot sports would be a continuing program of effective instruction in the fundamental skills throughout elementary and secondary school programs.

Another important step toward sandlot safety is the need for strong emphasis on the development of attitudes of regard and respect for others—courtesy and consideration at all times. A sense of responsibility for others and a sense of value in regard to human relations aspects of living would do much to prevent unnecessary injury to others through rudeness and selfishness.

A third help toward resolving this problem would be active community and neighborhood responsibility for providing at least minimum standard play areas for young people.

C. P. NEWDOME,
Supervisor,
Health and Physical Education,
Barton Academy,
Mobile, Alabama

All activities of sandlot nature can be made safe for all concerned through cooperative planning, understanding, and enforcement of all rules and regulations by the playground instructor or sponsor of the activity, and the sandlot participant.

Rules and regulations, simple and self-imposed, in all seasonal sports of sandlot nature can minimize the accident rate and at the same time foster self-government and standards which otherwise may be lost by the domineering sponsor who lays the "law" down.

Sandlot instructors who are aware of safe standards of equipment, play areas, and procedures can make a vital contribution in making sandlot sports as safe as possible. Much of the success of achieving progress in the above problem lies in the training and experience of the sandlot instructor.

Effective use of bulletin boards, and colorful posters around the sandlot area, could be additional ways to make sandlot sports safe.

RUSSELL A. PERRY,
Superintendent,
Wilmette Recreation Department,
Wilmette, Illinois

Sandlot sports or the unsupervised play of athletic games on vacant property with whatever is at hand instead of official equipment is a substitute for a more preferred activity. Such an undesirable situation comes about for many reasons. Several of the more prominent causes are:

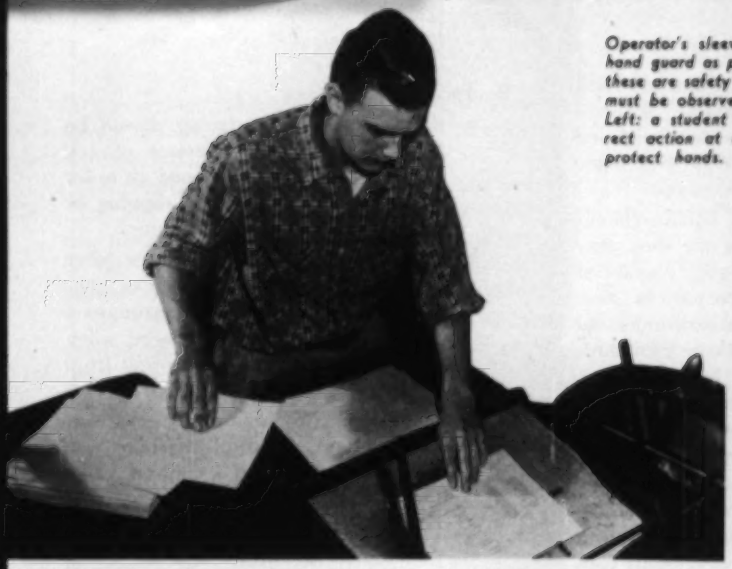
- Taxpayers have refused to vote the necessary funds to build, equip, and supervise suitable areas.
- Agencies, including schools, parks, and recreation departments which have suitable areas, do not use them to the fullest extent.
- A lazy, unimaginative public fails to clean up hazardous litter, build and supervise on a volunteer basis.

Groups left to their own devices often play on these undesirable areas, not because they want to but because they have to, since there is no better place to play.

We could eliminate these dangerous games on unsafe areas by offering something better and attracting youths to it. If sandlot sports flourish because there are no community athletic fields, then it is necessary to build such fields. If sandlot sports exist because there is no other form of competition to engage in, then leagues and tournaments must be scheduled. If all areas are being used but cannot serve all the youth, then neighborhood groups should clean up vacant land, improvise equipment and supervise the play of their children as a neighborhood project.

If the family, the neighborhood, and the community provide an attractive substitute for unsupervised sandlot sports, not only physical dangers but moral hazards as well will be eliminated. As accident rates fall, so will the delinquency curve.

You have no right to take a chance; the other fellow may have to take the consequences.



Operator's sleeves rolled high, a hand guard as part of the press—these are safety fundamentals that must be observed to avoid injury. Left: a student demonstrates correct action at a platen press to protect hands.

safety
education
data sheet
no. 64

Safety in the Graphic Arts Shop

Statistics

1. Accident statistics of companies reporting to the National Safety Council showed that the printing industry ranked 16th in the frequency of accidents occurring in all reporting industries during 1954 and had the second lowest severity rate.

The Problem

2. While accidents in graphic arts school shops tend to be less severe or frequent than in other areas, proper safety and health practices should always be observed. The safety precautions and health protection measures given here should be emphasized by the instructor for the two-fold reason that they can effect a safer school shop as well as prepare efficient workers for the printing industry.

3. Safety in any school graphic arts shop is made up of two important elements:

a. installation and maintenance of proper equipment by the school,

b. constant proper use of premises and equipment by both instructor and student.

4. The following suggestions for safety are presented according to particular operation. Some relate to the responsibility of the school. Others present good shop habits for both instructor and pupil . . . safe practices to which print shop students should be introduced early, and of which they should be reminded regularly.

General

5. *Lighting.* See that there is proper lighting throughout the shop for all types of work done. Lighting should be planned to avoid eye strain and to illuminate possible dangerous areas or working conditions. For example:

a. Such fine work as matrix making or dressing type requires discrimination of extremely fine detail under conditions of poor contrast for long periods of time. Illumination levels above 100 foot candles (measured 30 inches above the floor) are recommended.

b. By contrast, for such work as font assembly or sorting, 50 to 100 foot candles would be considered adequate.

c. To provide proper illumination under such conditions, a combination of at least 20 foot candles of general lighting plus specialized supplementary lighting is necessary. Moreover, the design and installation of the combination system must not only provide a sufficient amount of light but must also provide the proper direction of light diffusion, eye protection, and (insofar as possible) must eliminate

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direct and reflected glare as well as objectionable shadows. Recommended: consultation with lighting engineers in your locality to provide the best system for your shop.

6. *Skin care.* Some cleaning liquids, chemicals, or ink ingredients used in the shop may cause skin irritations. Also, lengthy contact of lead or metal oxides with open cuts or sores may be dangerous. To conform with industrial standards as set by the American Standards Association, there should be at least one wash basin, or two feet of trough or circular wash fountain with hot and cold running water, for every 10 students if there are 100 or fewer in your shop, for every 15 students over 100.

7. *Ventilation.* Cleaning liquids, molten metal fumes, certain inks, and lead-laden room dust may be toxic. Protection of students calls for special precautions in ventilation and use of cleaning agents. When forms are cleaned manually and the operator is exposed to the operation frequently or continuously, the operation should be performed in areas having supplementary mechanical ventilation. Certain agents, such as benzol and carbon tetrachloride, should be avoided altogether. There are other solutions and mechanical aids to do this job.

8. *Good housekeeping* is fundamental to good health and to accident prevention.

a. Keep floor free from waste paper, pieces of type, oil or grease.

b. Have a definite and safe location for everything and insist that everything be kept in its place.

c. Use soft, sterilized rags or wiping cloths free of buttons, pins or other foreign objects throughout the shop.

9. *Special precautions.*

a. A non-slip floor surfacing should be installed where the operator of any power machine is positioned in order to avoid possibility of his slipping or being thrown into the machine.

b. Wrenches, pliers, screwdrivers, or other tools kept in the print shop for general repair work should be maintained in good condition and replaced when worn. Painful injuries can result from slippages by dull or worn tools.

c. The instructor should see that all cutting tools, hand or machine, are maintained in sharp condition. The safest tools are those in the best condition to perform their functions.

d. No student should use a power-driven machine without complete operating instructions and supervision by the instructor upon initial use.

10. *Clothing.*

a. Students and instructors alike will work best in a T-shirt, or at least with sleeves rolled up *above elbows.* This is not only more comfortable but also safer in any shop area.

b. Similarly, all persons in the shop should avoid wearing long, loose neckties which interfere with work and are hazardous around machines. Wear a shop apron to protect clothing and cover loose apparel.

c. Rings, watches, and jewelry which may catch on machinery should be removed while student is in shop.

d. Dressy safety toe shoes are available for students as well as for employees of industry. Instructors can order these direct from the manufacturer.

11. *Good behavior.* Discourage running or "horseplay" among students. Wrestling, throwing pieces of type, or playing "practical jokes" is both distracting and dangerous in a shop meant for work, not play. Jabbing from behind with an air hose should be specifically prohibited. Death can result.

Composition and Imposition

Students should be taught:

12. Not to put type, spaces, or ornaments

Left: Instructors have added a special handle to this slug cutter to insure safety to fingers of students operating it. Student grasps the handle, his fingers are automatically out of the way. Note sign reminding students to be careful when operating this equipment, safety goggles protecting the student's eyes from flying metal.

in the mouth. Though the chief hazard from lead is inhalation of dust or fumes, this practice is unsanitary.

13. Never to leave a type case projecting out from the stand where it can interfere with safe passage in the aisle. Never to allow galleys of type or chases bearing forms to protrude beyond the edges of imposing stones or racks.

14. To follow rules for safe lifting when moving heavy type cases, forms or other objects. Never lift from a bent position; a strained back may result.

15. To help each other when lifting or carrying heavy objects. Heavy type forms in chases should always be lifted or carried by more than one student. Type cases, too, should be properly lifted and carried whenever it is necessary to move them.

16. To avoid stacking forms or materials where others may trip on them.

17. To use care in handling type forms with rules or other sharp edges which can cause hand or finger cuts.

18. The instructor should replace worn planers, reglets and wood furniture. Slivers from these can cause injury.

19. The instructor will also want to replace worn quoin keys and quoins. When tightening quoins, slippage which results from worn tools can cause painful injury to hands or fingers.

20. Train students when pulling proofs on a proof press to keep fingers and hands clear of all parts except the operating controls.

21. Fingers should also be kept away from the cutting blade on the mitering machine. Remind students not to cut pieces too small to hold safely and securely. Metal should be sliced slowly and with even pressure.

22. Cutting too small pieces of material on the lead and slug cutter should be avoided. The fingers must be kept away from the cutting edge. Small pieces may be cut from leads if stop is set over knife (to right of the knife.)

23. Before classes begin for the year, be sure that saw trimmers and routers are walled off from the rest of the room as protection against flying chips. Make sure the doors to these rooms are kept closed during operation of the machines.

24. See that all saw trimmers are properly guarded. Keep transparent shields over trimmers clean for maximum visibility.

25. See that students keep saw trimmer and router free of loose metal chips and shavings. The machine should be cleaned only when not operating; a brush should be used to clean the surfaces.

26. Keep saws and cutter blades in your shop sharp. Dull cutting tools are dangerous as well as inefficient. Saw teeth should be swaged for clearance. Trimmers should be set only to remove burrs.

27. Keep saw trimmer slides and grooves clean and lightly lubricated with graphite. Sticky or gummy slides cause faulty and erratic operation dangerous to your own fingers and hands and those of your students.

28. Students operating a saw trimmer should be taught to assume an upright position for proper balance and to keep their eyes above the glass shield.

29. Students and instructor alike should always wear a safety eye shield when operating a saw trimmer.

30. The saw trimmer or router should be operated with hands well away from point of operation, materials firmly held with the clamp.

31. The instructor should be alert to extreme right or left-handedness in his students. Graphic arts activities require use of both hands; attempts to perform left-hand functions with the right hand can be extremely hazardous.

Machine Composition

32. In the operation of any hot-metal casting machine, students and instructors alike should follow the manufacturer's instruction manual, which is concerned with personal safety as well as with efficient and correct operation of the machines to avoid breakdown.

33. Proper cleaning and maintenance of composing machines will assist safe operation. Establish regular schedules for these activities.

34. All lubrication of composing machines should be done with motors off. Never lubricate, clean, or adjust a moving machine.

35. Teach students never to drop metal pigs into molten metal. Instead they should slide them gently into the metal to avoid splashing.

36. Moisture should be kept away from molten metal. It will cause the metal to spray particles into the air with consequent danger of burns and injury to the eyes.

37. Never force the machine to act when an automatic safety stop has halted it. The student should be taught either to find the trouble and correct it before a "squirt" with its resultant dangers occurs, or to notify the instructor of the trouble.

38. Similarly, never correct a maladjustment with any part of the machine under tension

Left: Safety goggles, asbestos gloves protect this young man from possible splashes of hot metal as he replenishes the linotype machine. Students should be taught safety in all print shop phases with great care. ALL PICTURES WERE TAKEN AT CHICAGO VOCATIONAL SCHOOL, CHICAGO, ILLINOIS.

or stress. That part may release suddenly and injure the person working on the machine.

39. Pot plungers should be cleaned out-of-doors, or where the dust of metal oxides will not be inhaled.

40. Where gas fumes are present or metal is being reduced to a molten state, mechanically ventilated hoods or exhaust systems should be provided.

41. When re-melting metals the student should be provided with proper safety clothing: i.e., face shield with head covering, asbestos leggings, long leather apron, heat-resistant gloves of the welder type with protective sleeve from elbow to wrist outside the glove, and foot guards over his shoes.

42. Caution the student to be sure molds are dry outside and in, before pouring molten metal. Also, he should not allow metal to run over sides of the mold as this will cause sharp edges on the pigs.

43. Train your students to use their senses of sight and hearing to the utmost. Changes in the sounds of an operating machine can be warnings of impending trouble. Prevention of machine disorders is good accident prevention.

Pressroom

44. Proper advance planning will result in a school graphic arts shop where accidents are less likely to occur. Presses, for example, should be located so that maximum lighting is secured on the platen. This is where the most careful work is needed and where there is the most danger of injury to the operator.

45. In operation, the shop can be kept hazard-free through the cooperation of instructor and student. This is particularly important in relation to floor areas around presses, which must be kept free of slipping or falling hazards such as paper scraps, oil slicks, waste cloths, and tools or ink cans.

46. The school should install guard rails around the platen press to prevent interference with the press operator or the machine.

47. Adequate storage facilities for auxiliary equipment should also be provided. Leaning rollers against walls, for example, constitutes a tripping or falling hazard.

48. Presses should be equipped with a balance wheel guard, a guard on the power pulley and driving mechanism, and a guard or gate to throw the operator's hands out of the way as the press closes.

49. Have grippers on platen presses painted a contrasting color. This will call attention of the student operator to the position of the grippers with relation to type form and to his safe feeding practice.

50. Provide proper storage space for all tools used in the pressroom and insist on proper disposal of tools by students. Tools on feed tables can create hazards if vibration should cause the tools to fall into moving parts.

51. Presses should be mounted so that noise of operation is reduced to a minimum. Excessive noise is distracting, lessens the ability to concentrate, a condition which can cause accidents.

52. Teach students to lock out the power switch when putting a form into the press, when removing it, or during the process of make ready. Accidental starting of the press at these times could be exceedingly hazardous.

53. Students should secure help in lifting heavy type forms onto the bed of the press, either platen or flat-bed.

54. Show students how to handle chase locking lever so as to avoid painful pinching of fingers when locking chase in platen press.

55. Tympan bales should be loosened with a metal lift as painful skin lacerations can result from a sticking tympan bale.

56. When removing or replacing rollers in a platen press, care must be taken to avoid pinching the fingers. There is also danger of throwing roller if it should be released too suddenly without adequate control.

57. The press should be started only when the student is sure that the form is in position and securely locked, that tympan bales are down, and grippers clear of type form.

58. No one should ever oil a press or attempt to make adjustments of grippers or gauge

pins while the machine is in motion.

59. Instruct your students when feeding the press to maintain an erect posture with both feet firmly on the floor. An unbalanced position plus a slippery foothold could throw the operator into the machine.

60. Press operators should not allow the hands to rest on front of lower feed table or any portion of machine where fingers or hands can be squeezed.

61. When turning presses by hand, the student should use the balance wheel, not the power pulley.

62. Care should be taken when inserting gauge pins in tympan of platen press that finger is not pierced by point of pin.

63. The operator should not apply ink to platen presses while they are running. The ink knife may be jerked from the hand, injure the operator and damage the machine.

64. See that students keep makeready knives in sheaths when not in use and that they do not carry unsheathed knives in pockets.

65. Students should learn early to keep pastes used in makeready away from their hands as much as possible and to wash their hands immediately after use of such pastes.

66. The operator should never reach into a moving press to secure a sheet of paper which has fallen below the guides.

67. Neither should he attempt to remove a sheet of paper which has fallen between feed board and platen of a moving press.

68. On automatic-feed presses the operator should not attempt to remove a misfed sheet while press is in motion. He should stop the press to remove the sheet or to adjust it.

69. The instructor should see to it or assign a student to be responsible for maintaining covers of ink cans free of jagged edges.

70. Ink rollers should be cleaned regularly to avoid the necessity of using harsh cleaners to remove dried ink. In contact with the skin such cleaners can cause irritation.

71. When cleaning rollers of platen presses, a U-bar slipped over the gripper and beneath the platen will hold the gripper against the tympan and help prevent injuries to hands.

72. If lye washes or comparable solutions are used on certain types of rollers or to clean type forms, the student using such solutions should wear a rubber apron, rubber gloves, safety eye glasses, and a face shield.

Bindery

73. The flat-bed guillotine paper cutter is the most dangerous machine in the bindery. The instructor should make sure the machine in his shop is equipped with two-hand throw-in mechanism if power-driven.

74. Safety lines should be marked on the floor around the paper cutter and guard rails should be installed.

75. Proper instructions should be given regarding use of the paper cutter, with stress on safe operation. Never permit more than one student at a time to operate the machine.

76. Explain to students the necessity for keeping bed of paper cutter clean and free from tools, rules and paper trimmings, all of which can cause operational hazards.

77. Hands should be kept out from under the paper knife at all times.

78. The brake and throw-in mechanism of power-driven paper cutters must be kept in safe operating condition. Oil on brake drums, accumulations of paper dust, or loose connections can cause repeating with consequent hazards. The instructor should inspect these mechanisms at regular intervals.

79. Anyone changing the paper knife should always use knife-changing handles if the construction of the cutter permits. Otherwise only careful handling with leather gloves or other means can prevent serious cuts.

80. The instructor should see that paper knives not in use are securely bolted to knife-mounting boards which are in good condition.

81. The paper cutter should be locked out when not in use so that unauthorized persons cannot operate it.

82. For heavy lifts of paper stock at least two students should work together.

83. Planning of the shop should include equipping the folding machine with switches so placed that the machine can be stopped quickly from any location.

84. Teach students to watch finger clearance at folding knife whenever they are pulling out paper, putting on tapes, or adjusting the folder.

85. The student should also be instructed that if the paper folder jams he should shut off the motor before pulling the paper out of the machine. Otherwise he may be caught in the feed rollers.

86. In operating power paper drills, round cornering machines, punches, perforaters, and power stitchers the hands must be kept away from the point of operation. If necessary, the student may use a reglet or other thin piece of wood to press paper down close to the operating point.

87. Do not allow operators to change or adjust paper drills or stitchers with the motor running. The motor should be stopped before adjustments are made.

88. When planning your shop, place foot-power bindery machines so that the foot lever will not project into an aisle where it can cause injury to legs or tripping.

89. The foot levers of some bindery machines are operated against the pull of a strong spring. Instructions must be given regarding the proper placement of the foot on the pedal to avoid slipping and injury to the leg. A non-slip surface is essential on all foot pedals.

90. There is continual danger of painful finger cuts acquired in the handling of paper stocks. Remind students not to slide hands or fingers along edges of stock; this is the most frequent cause of such cuts.

91. There is danger of burns when operating a gold stamping machine. Emphasize handling the machine to avoid heated parts.

92. Heating pots for hot pastes or glues used in padding or bookbinding should be thermostatically controlled. The student should be trained to detach them when they are not in use. Handle hot glue pots cautiously.

93. Before they cut linoleum blocks or rubber plates, students should be instructed in safe cutting procedures for the type of tools used. The block should never be held or supported with a hand ahead of the cutting stroke.

94. Cutting knives used in bookbinding should be kept in sheaths when not in use. Give instruction in safe use of these knives.

Fire Prevention

95. Fire extinguishers should be placed in conspicuous and accessible places and instructions in their use should be given to all students. The instructor should also check the extinguishers regularly to be sure they will operate. After any use, the extinguisher should be replaced by a full one.

96. Keep all flammable liquids in safety cans only. Store such liquids outside of the workroom. Only enough necessary for immediate use should be kept at the workplace.

97. Keep soiled cleaning cloths in closed safety cans. Do not mix paper or other materials with them. Empty cans daily.

98. The instructor should be watchful for defective light switches, plugs or other sources of sparks where volatile liquids are used. Replace or correct these at once.

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This data sheet prepared by Russell H. Landis, Professor and Printing Instructor, Eastern Illinois State College, Charleston, Illinois.

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Other Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

Here Are Ideas for Instructing the Littlest Ones . . .

Kindergarten Safety Lessons Begin

A safety lesson series for kindergarten children will be included as a new feature in SAFETY EDUCATION Magazine in the issues of this year.

Written by Juanita Bergum, the units are designed to aid the kindergarten teacher in working out a specific plan of safety education among her children. A series of safety lessons especially written for kindergarten children should fill a long-felt need, since children of this age are having their first real experiences of decision making, coming into contact alone with dangerous situations for the first time.

The lessons will follow the ensuing plan: September — School Safety; October — Fire; November — Transportation; December — Holiday and Home Safety; January — Winter Safety; February—Community Helpers; March — Pedestrian Safety; April — Spring Safety; May and June — Playground and Clean-Up Safety, Vacation Safety and Review.

Those first valuable lessons—of walking and running, fire and air raid drills, and what the safety patrol does, are contained in the following safety lesson for September:

September, 1955 School Safety

Language

1. Walk at all times
2. Look where you are going
3. Sitting on floor
   a. hands in lap
   b. legs crossed

Music

1. Safety First
2. The Safety Boy
3. Johnny Go Right (I Caesar)

Rhythms

1. Walking
2. Sitting
   a. floor
   b. chair

Literature

1. Safety—Mr. Do and Mrs. Don't
2. Original Stories
   a. How do children get hurt
   b. My safety rules

Work Room

1. Scissors
2. Chairs
   a. how to carry
   b. how to sit

Work Period

1. Draw pictures of duty boy and girl
2. Make green safety pennants
3. Make duty belts and badges

Vocabulary

Safety
Safety Patrol
Duty boy
Danger
Listen
Straight line
Forward Backward

Miscellaneous

1. Invite a duty boy and a duty girl into the classroom
2. Have them explain their duties

Activities Room

Glass Doors
Areas of Play
Fire Drill
Air Raid Drill
Bathroom Procedure
Fountain Procedure

Written by Juanita Bergum, kindergarten teacher on leave from the Detroit Board of Education, Detroit, Michigan.

SOME IMPORTANT CAUSES OF DEATHS IN THE U.S. AT SCHOOL AGE, 1953 AND 1952

Cause of Death	5-9 Years			10-14 Years			15-19 Years			TOTALS: 5-19 Years		
	1953		1952	1953		1952	1953		1952	1953		1952
	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths
Accidents	3,243	38	36	2,893	43	41	5,981	53	51	12,117	46	43
Cancer (malignant neoplasms)	1,131	13	12	714	11	10	793	7	7	2,638	10	9
Pneumonia	474	5	5	241	4	3	263	2	2	978	4	3
Congenital malformations	415	5	5	257	4	3	219	2	2	891	3	3
Diseases of the heart	127	1	2	175	3	3	461	4	4	763	3	3
Nephritis and nephrosis	210	2	3	190	3	3	294	3	2	694	3	3
Acute poliomyelitis	252	3	6	189	3	6	126	1	3	567	2	5
Rheumatic fever	154	2	2	297	4	4	114	1	1	565	2	2
Homicide	56	1	1	71	1	1	380	3	4	507	2	2
Tuberculosis, all forms	92	1	1	72	1	2	225	2	3	389	1	2
Suicide	0	*	*	58	1	1	298	3	3	356	1	1
Vascular lesions, central nervous system	84	1	1	90	1	1	138	1	1	312	1	1
Benign, unspecified neoplasms	137	2	1	99	1	1	70	1	1	306	1	1
Meningococcal infections	137	2	2	55	1	1	65	1	*	257	1	1
Appendicitis	100	1	1	84	1	1	64	1	1	248	1	1
Diabetes mellitus	55	1	1	69	1	1	101	1	1	225	1	1
Influenza	100	1	1	49	1	1	75	1	1	224	1	1
Complications of pregnancy, childbirth, puerperium	0	*	*	3	*	*	207	2	2	210	1	1
Anemias	72	1	1	44	1	1	58	*	*	174	1	1
Meningitis (nonmeningococcal)	96	1	1	52	1	1	24	*	*	172	1	1
Gastritis, enteritis, colitis	75	1	1	31	*	1	45	*	*	151	*	1
Measles	76	1	1	20	*	*	10	*	*	106	*	1
All other causes	1,479	17	16	951	14	14	1,240	11	11	3,670	14	13
All Deaths	8,565	100%	100%	6,704	100%	100%	11,251	100%	100%	26,520	100%	100%

Source: National Office of Vital Statistics.
*Less than one-half of one per cent.

Two . . . Out Of Five . . .

Two out of five of the children aged 5 to 19 who died in 1953 were the victims of accidents. But a favorable trend in accident reduction may continue and increase with effort by all.

by Jennie Spadafora
Statistics & Research Division
National Safety Council

IN 1951 and 1952 approximately two out of five children who died were killed in accidents. Official figures for 1953, which recently became available, unfortunately do not change this statement; they only verify and re-emphasize it.

The National Office of Vital Statistics recorded a total of 26,520 deaths from all causes in 1953 among persons five to 19 years old. Of these, 12,117, or 46 per cent, were caused by accidents. In 1952, accidents caused 43 per cent of the deaths in this age group.

In 1943 accidents were responsible for 31 per cent of the fatalities in this age group. This does not mean, however, that accidental deaths increased in number over the ten-year period 1943 to 1953. In fact, they decreased from 12,576 in 1943 to the 1953 total of 12,117*. The greater importance of accidents in 1953 was due to the large decrease in deaths from nonaccidental causes — from 27,572 in 1943 to 14,403 in 1953*.

The second cause of death in 1953 among persons five to 19 years old was cancer, with a total of 2,638. Pneumonia was third with 978 deaths, followed by congenital malformations with 891 deaths.

The accompanying table gives the 1953 record for some important and well-known causes of death for each five-year age group from five to 19 years.

*The 10-year changes reflect both the changes in accident and disease experience and the changes in methods of death classification resulting from the 1948 Revision of the International List of Causes of Deaths. However, inspection of the data for individual titles used in this comparison indicates that—for these age groups—the classification changes were not important.

Among children five to nine years of age, cancer was the second cause of death, followed by pneumonia. However, deaths from accidents were twice as numerous as deaths from cancer and pneumonia combined.

Cancer, with 714 deaths, ranked next after accidents as a cause of death among children 10 to 14 years of age. Rheumatic fever, the next most important cause, was responsible for 297 deaths. Accidents, however, caused approximately four times as many deaths in this age group as cancer.

The leading fatal disease among young people 15 to 19 years of age was cancer, with 793 fatalities. There were 461 deaths from heart disease, the next most important cause, and 380 from homicide. Again, accidents were the outstanding cause of death, accounting for more than three times as many deaths as the three leading non-accidental causes combined.

Over the past 10 years, medical science has proved its effective power among school children five to 14 years old. In 1943, 8 out of 100,000 of these children died of pneumonia and influenza; in 1953, only 3 out of 100,000 died of these diseases. In 1943, 6 out of 100,000 died of heart disease; in 1953, only 1 out of 100,000. In 1943, 5 out of 100,000 died of appendicitis; in 1953 only 1 out of 100,000.

In 1943, 29 out of 100,000 children five to 14 years old died of accidents; in 1953, 22 . . . an improvement of 24 per cent. Although progress in accident prevention work has been slower than in the field of disease prevention and cure, the record indicates that *progress can be made* in this field. With sufficient effort on the part of all of us, the favorable trend may continue and increase.

Want Help? The 1955 Congress will offer

Something For Everyone

Program planned for you at School and College Sessions of the 43rd National Safety Congress includes topics in every field of safety education. Plan now to be on hand from October 17 through 21. Come to Chicago next month to think about safety . . . and live it!

A "SMORGASBORD" of topics designed to cover the field of safety education will be presented at the School and College sessions of the National Safety Congress next month. Sessions will be held at the Morrison Hotel, Chicago, from October 17 to 21. You are urged to send in your reservations without delay in order to make sure of a room.

Program planning for the coming Congress was made easy by the manifest enthusiasm for last year's program. Beyond a few minor departures, the demand was largely in terms of refinements of an already acceptable plan. Special interest groups and the evening "bull sessions" will be continued . . . with the same high caliber of leadership and, we hope, intense interest as they generated last year.

The theme of the School and College sessions, "Thinking for Safe Living," is designed as a basic guide line to cut across all sessions and discussion topics. The topics of the special interest groups, in turn, attempt to provide something for everyone . . . so that all may contribute to the discussion as well as come away with new enthusiasm and ideas for improving their own safety programs. The subjects have been planned towards the practical:

To and from school: How much protection, how much education; Utilizing safe school buses for safety education; How to teach safety; What is a safe school or college building? What are the implications of school liability and pupil insurance on safety education?; Signposts for sound public relations in safety education; What attitudes are conducive to safety and how can they be developed?

A major departure in this year's program from those of past years is the provision for one free, unscheduled afternoon, to provide delegates with opportunities to attend other sessions, see exhibits, tour the National Safety Council headquarters, visit a school . . . or just plain get acquainted with people and Chicago. We hope that attendance at another session or your visit to an elementary school will be integrated into later discussions of the special interest group you are attending.

A schedule of important Congress events appears on these pages, to indicate the variety of topics which will be discussed by and for you that week. From first day through last there are functions you will not want to miss . . . including the 10th anniversary session of the Safety Education Supervisors Section, to which everyone is invited, pre-Congress on Sunday afternoon. A study of the progress of safety education supervision in the United States and its present status will be presented.

One of the major high points of this year's Congress will come with the opening School and College session on Monday afternoon. At that meeting, the long-awaited Safety Charter for Children and Youth will be presented, in dramatic fashion, by a group of school children from Waukegan, Ill. It will be followed by the first major address of the School and College sessions as Dr. Kimball Wiles, chairman of the division of secondary education, University of Florida, discusses "Thinking for Safety."

by James W. Mann
Principal, Hubbard Woods School
Winnetka, Illinois
and chairman, 1955 Congress Program
Planning Comm., School and College Sessions

A general session on Wednesday afternoon, all day meetings on Thursday for those primarily interested in driver education and campus safety, and a session on Thursday afternoon conducted jointly by the Farm, Home, School and College, and Traffic and Transportation divisions, and devoted to child safety, wind up your School Congress program.

I was thinking the other day about some of man's persistent severe problems. Three of them came to mind: disease, war, accidents. It occurred to me that of the three only about disease do people generally do much in a personal way. We give money and act on community committees to raise funds and back up research work to stamp out disease. But how many of us do anything personal for the cause of peace? Similarly, how many of us are actively involved in promoting safer living?

If, as it seems to me, people seem almost to resist attempts to prevent their being injured or killed, then some rather deep psychological reasons must be involved. This is a problem which should be considered seriously by those who will gather at School and College sessions of the Congress. Truly we must learn how we can help others learn to "think about safety."

YOUR CONGRESS WEEK . . . DAY BY DAY . . .

Monday, October 17
Morning: Official opening and annual meeting of members, Conrad Hilton Hotel.
Afternoon: Morrison Hotel: School and College program opens.

New Participants meeting at 1:30 p.m. will be followed by first general session, School and College. Kimball Wiles, chairman of the division of secondary education, University of Florida, will discuss "Thinking for Safety." The Safety Charter for Children and Youth will be presented by Waukegan, Illinois, children; delegates will have the opportunity to pledge themselves to the charter.

Special interest groups will have "get acquainted" and planning session.

4 P.M. Reception for all delegates.
Evening: Free discussion sessions; subjects to be announced next month.

Tuesday, October 18
Morning: Second meeting, special interest groups.
Afternoon: Free. You may attend sessions of other divisions, or enjoy a field experience in safety education, as planned for you by Kathryn Steinmetz, District Superintendent of the Chicago Public Schools. Included: opportunities to view safety at all levels and for exceptional children, as well as to see safety needs growing out of overcrowding and similar problems.
Evening: More free discussion sessions; subjects to be announced next month.

Wednesday, October 19
Morning: Last meeting, special interest groups.
Afternoon: Second general session, School and College. Carl C. Byers, Supt. of Schools, Parma, Ohio, will discuss: "We Have Thought; Now How Shall We Act?" Robert Snedigar, curator of reptiles and invertebrates, Chicago Zoological Park, Brookfield, Illinois, will make "Watchy, the safety monkey" come to life.
Ned H. Dearborn, president of the National Safety Council, will speak on "Safety Education for Today's Needs."
Evening: All Congress Banquet, Conrad Hilton Hotel
Meeting, state driver ed associations, conducted by Driver Education Section, NSC.
Viewing of selected audio-visual materials.

Thursday, October 20
Morning and afternoon: College and University safety meeting (details next month).
Morning and afternoon: Driver education session (details next month).
Afternoon: Joint Session with home, traffic and farm divisions.
Evening: All Congress party with dancing, entertainment.

Ned H. Dearborn
President
Nat'l Safety Council

Kimball Wiles
Chmn., Division of
Secondary Education
Univ. of Florida

James W. Mann
Principal
Hubbard Woods School
Winnetka, Illinois

Carl C. Byers
Supt. of Schools
Parma, Ohio

What can you do about safety in September?

You will want to teach traffic safety this month to new and returning elementary students. But you can also use this month to give impetus to safety activities in your school for the entire year ahead. The way to do this: organize your students, from grade three up.

Start Them Out Right

SCHOOL is back in session; the familiar pattern takes over. But the teacher or sponsor of the safety program must find a challenge in the new year and the new faces.

Immediately after Labor Day the already well-trained patrols are back at their important job of guarding school crossings. And after hours you think: I've taught safety before; now I must do it again, beginning with back-to-school safety for the very young. Is there a new way I can take to put across the safety message this month and next . . . and all this year?

There is. For safety is more than a good patrol system, vital as that may be. Safety is more than traffic education. That's a program particularly for September. But there are other phases which can be stressed throughout the year . . . home, playground, building, shop, fire, bicycle, sports, many more. And safety is more than the *protection* of the very young . . . even the youngest can *play his part* in safety.

One new approach to safety education for this year? *Organize.* With this school year, plan for a student safety committee, one whose activities are coordinated with the safety lessons appearing in this magazine every month. Steps in organizing and conducting a successful elementary safety committee are easy to follow. They include:

- choosing representatives
- arranging short, frequent meetings
- planning each meeting in advance
- including activity in each meeting

- arranging a home-room reporting time after each meeting
- informing other teachers of your plans
- cooperating with community agencies
- allowing students to initiate projects
- relating your patrol and committee plans

You start by choosing representatives, one or two from each room. At Avery Coonley school we find it works to have two representatives; they support and supplement one another. Perhaps in very large elementary schools representation would have to be limited to one from each room. But whatever the number, let the students in each room decide on their representative and on the process of selection.

Make your meetings frequent, short. At our school we schedule half an hour for each; if something special is under discussion, the students may stay a few minutes longer. We meet once a week so that there is regularity and continuity. We gather our student representatives around a study table, conference fashion, allow them all the formality of a student council.

To make the meetings move rapidly, plan carefully with the student officers in advance. At our school the teacher-sponsor and the chairman of the committee have a conference a day in advance of the regular meeting to set up an agenda. First, the steps in conducting the meeting are written in the chairman's official notebook. Then he lists general announcements and the special plan for this particular meeting. Finally he notes the people to see or materials to gather before meeting time. We keep a file of SAFETY EDUCATION and a folder of National Safety Council materials on hand; going through these and the current safety lessons provides us with ideas and materials for discussion.

At every meeting of our student safety group we *do* something as well as talk about safety. And often what we do can be taken directly from the National Safety Council safety lesson for that month. For example, refer to pages 25 through 28 in this issue and the lower and upper elementary safety lessons published there. To reinforce the September classroom lesson in traffic safety we might plan any of these activities for our September meetings:

- a pantomime or playlet built around the picture sequence of the lower elementary unit. Council representatives not participating can give the safety answers to each dramatized picture.
- similar pantomimes built around any of the questions of the upper elementary lesson . . . with other students vying to be first to point out which of the actions is wrong.
- construction of materials for a school bulletin board using the theme "Going to School Safely" . . . as suggested in "Some Things to Do" in the upper elementary lesson.
- planning of a program which emphasizes safety rules for walking to school, riding a bike to school, riding in a car to school, or riding in a school bus . . . again as suggested under "Some Things to Do" of the upper elementary unit.

The safety lessons in the magazine can provide initial ideas for meeting activities; you and the children will soon be adding suggestions of your own. At one of our meetings last year we wanted to demonstrate proper lifting. As the representatives came into the meeting room they saw on the floor a box of books marked "heavy." When our initial business was concluded, we asked one representative from each classroom to show how he thought the heavy box of books should be lifted—without actually lifting it. After each had demonstrated — most of them wrongly — we showed the lesson leaflet from SAFETY EDUCATION which explained proper lifting and each representative tried again, this time starting with bent knees and actually lifting "with his legs, not with his back." Most important, after our meeting each pair of representatives went back to their particular homeroom, set up the same demonstration . . . and extended the results of the lesson to fellow students there.

You wonder about other activities? Here are some of ours: If bicycles are under discussion, we go inspect them. Our students meet at the bicycle rack; the boys point out those which are in good repair. Others make a count of the bikes without proper reflectors. At another meeting that month we set up a bicycle course to test our riders' skill.

During October, have a fire drill at meeting time. Let your safety committee watch exits, report on crowding, double check the time. Let the committee distribute fire prevention check lists, collect and tabulate results. Have them make a chart, noting the kind of accidents in each room. During the meeting, let them start a series of posters which illustrate the points in the current safety lesson. The posters

by Avis Moore
The Avery Coonley School
Downers Grove, Illinois

can be finished in homerooms during free activity periods that week or month.

In Corpus Christi, Texas (as reported by Frances Mylnar Cunnington of the Lozano School there) a student sub-committee checks on hazards within each classroom. No one knows when the "inspectors" will arrive. This encourages students to be more conscious of safety measures in all activities, also gives school-wide publicity to the work of the safety committee.

Whatever your program for each meeting, arrange a reporting time soon after each one so that the representative can make a report to his room and demonstrate the safety lesson. All our representatives make notes to help them remember; the chairman reviews the information to be carried to the classrooms as the final item of business before adjournment. This is valuable experience . . . and some teachers use the notes as part of language arts lessons.

If you explain to other teachers what your student committee is doing and why, you will have a greater chance of gaining the homeroom cooperation needed to carry your safety lessons to the widest possible audience. In addition to informing the staff yourself, let your safety chairman tack to the bulletin board any material which will help to promote understanding of what the committee is trying to do.

You will also want to cooperate with local police, the fire department and the community safety council. It will prove quite helpful, as in our community, if the teacher-sponsor can attend the deliberations of the school safety committee of the city safety council. Some city councils will welcome student chairmen as well.

However, never let adult consultants, including yourself, "take over" on committee work. Instead, as much as possible let student committee members initiate safety rules and projects for the school. Last year, for example, our group reported that branches on the parkway next to the school driveway obscured the vision of drivers; they requested permission to consult the village about trimming the trees. In addition, an educational campaign was organized to improve the way mothers parked when they came to pick up children.

You may be surprised at the extent of student observation and initiative, once children are encouraged to think about safety for themselves. The chairman of our student committee saw a child running with a sharp tool; he turned his observation into a safety lesson for the entire school. Other students found and reported loose rock on a hillside play area. Mid-winter, when the youngest children complained of being afraid to coast, the committee established a guard at the slide so that coasters came down farther apart. As the year went on, our committee members, as in an industrial plant, became automatic shop safety inspectors. They reminded their classmates to wear goggles, to keep aisles cleared, and to exercise extra caution at power saws. They even insisted that patrols give the kindergarten youngsters better protection as these smallest ones boarded the afternoon bus.

Sooner or later you are going to want to find a way for your entire committee to take part in a single activity. This is the moment for a school assembly on safety. One day last May our bulletin board asked a question in large bold letters: "Are You an Empty Head?" At assembly time the entire school discovered just what empty heads were. Paper bags with attractively designed faces covered the heads of student representatives. Just above the hair line on each bag-face was an empty space where part of the bag had been cut away; you could look right through. Who were the "empty heads?" These were the people who left skates on stairs, raced each other across the street, left sharp things for baby to reach, disobeyed patrols. As each empty head learned to do the right thing, he would remove his bag and be Ann, Sally, Wissy, June, Tommy, Bobby, Jim, Glenn and Fred. And since no student really wanted to be an empty head he hurried to perform properly.

Throughout the year you will want to relate patrol and committee activities. Patrols can attend meetings of your student committee, explain their problems. Once in a while patrols can take over a meeting to demonstrate what they have learned about their job. The committee can also report on its activities to the patrols. In fact the two groups might be made divisions of the same organization, with the same sponsor, but meeting at different times. But do not keep all safety activities under the province of the patrol. If the two phases of school safety would be handled by the patrol alone, the great enthusiasm and creative talent of younger children would be eliminated . . . and it was the third graders on our student safety committee who proved to be the "workingest" group!

SEPTEMBER 1955

Lower Elementary

safety lesson

Sketch S-0050-A

Off to school

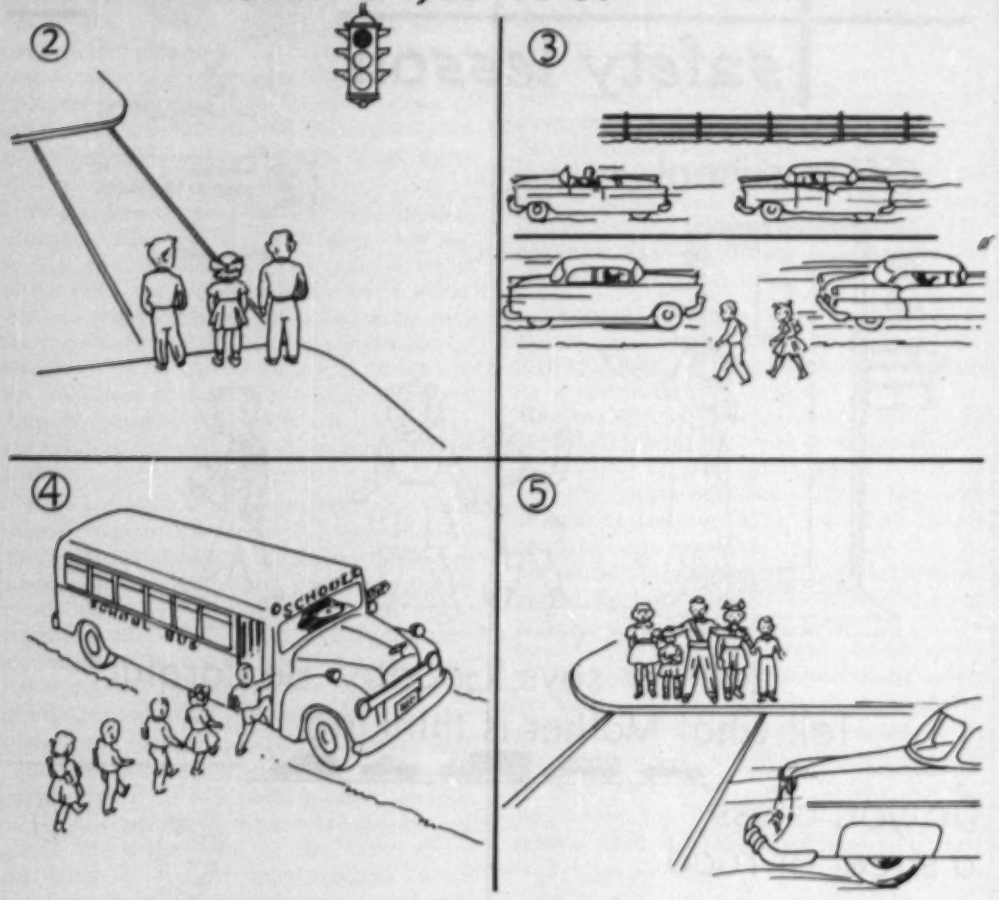
Mother says, "Goodby. Be careful."
Tell what Mother is thinking.

Do you cross a street or road on the way to school?

Make some rules to help keep you safe.

Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Make safety rules for each of these places.
Tell the reasons for your rules.



Some Things To Do

1. Write an experience story about some place on the way to school where you must be very careful.

2. Make pictures showing children obeying the rules you have made.

Teacher: Elicit following rules:

1. Unguarded crossing—Look both ways and for turning cars. Cross on crosswalk. Walk, don't run. Walk your bike when traffic is clear.

2. Traffic light—Wait for green. Look out for cars turning corner. Walk, don't run. Cross on crosswalk. Look out for cars that do not obey light.

3. No sidewalk—Walk on left, facing oncoming traffic. Single file.

4. School bus—Wait off road. Form line. Do not push. Stay in seat until bus stops. Obey driver. Heads and arms inside.

5. School patrol—Obey patrol; however look for traffic yourself as well. Walk.

Sketch S-0050-A

SEPTEMBER 1955

Upper Elementary

safety lesson

Going To School Safely

Find the Sentence which is Wrong

In each of the following paragraphs about going to or from school there is one sentence which tells an unsafe thing to do. Look for that sentence and draw a line through it. Remember only *one* sentence is wrong.

1. John has to cross two busy streets on his way to school. He crosses them where safety patrol members are on duty. He waits in an orderly fashion until the patrol lets him cross. He walks quickly across the street. When he crosses where the patrol members are on duty he does not have to look for cars.

2. The children at Washington School obey the safety patrol members. They wait back from the curb until the patrol signals that it is safe to cross the street. When they receive the signal that it is safe the children run across the street. They are careful not to push each other.

3. Mary and Joe are members of the school safety patrol. They stand in the middle of the street. They signal to the children when they think it is safe for them to cross. They obey safety rules whether on or off duty.

4. One day when John was a block away from the school he heard the bell ring and saw the children going into the building. He was afraid that he would be late so he started to run. When he came to the street in front of the school he stopped and looked for cars. Then he ran as fast as he could across the street and into the building.

5. It was raining very hard one day when Mary was ready to start school. She could find her rubbers and raincoat but not her rain hat so she decided to carry an umbrella. She held the umbrella in front of her because she was facing the wind. When she reached school she shook the rain off the umbrella as best she could before taking it into the building.

Prepared by Leslie R. Silvernale, Associate Professor, Continuing Education, Michigan State University, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Ave., Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

6. Alice and Frank have permission to ride their bicycles to school. They ride on the left side of the road facing traffic. They walk their bicycles across busy streets. They stand their bicycles in the school's bike rack.

7. Harry was carrying a bag of apples to school one day for the Halloween party. The bag broke as he was walking down the sidewalk and two of the apples rolled into the street. He ran after the apples and got them just in time to keep them from being crushed by a truck.

8. One day Mary and a group of her friends got a late start for school so they asked Mary's mother to take them in her car. When they reached the school the children were afraid the tardy bell was about to ring. They were in such a hurry that they got out of the doors on both sides of the car and ran into the school building. They slipped quietly into their rooms and were not marked late.

9. Larry and Joe live in the country. They walk about a half a mile to school. Since there is no sidewalk they walk on the side of the highway. They walk single file. They walk on the right side of the road.

10. Jimmy and Jane try to be on time at the bus stop. They stand on the travelled portion of the roadway while waiting for the bus. They enter and leave the bus only at the front door except in case of emergency. They wait their turn when getting on or off the bus. They do not push or shove.

11. Jimmy and Jane have to cross the highway after leaving the bus. They wait for the proper signal from the bus driver before crossing the road. They look both ways before crossing the road even if there is a bus patrol. Then they cross the road behind the bus.

Some Things To Do

1. Discuss the safety points found in each of the paragraphs in this lesson.
2. Prepare safety rules for:
   Walking to school
   Riding a bicycle to school
   Riding in an automobile to school
   Riding in a school bus
3. Present an assembly program emphasizing the above rules. Have a panel composed of such persons as a safety patrol member, a bicycle rider, a parent who takes children to school in a car, and a school bus driver.
4. Use "Going to School Safely" as the theme for the school bulletin board. Include the rules developed by the members of the class.

This is wrong. Tell why.

ANSWERS: Paragraph 1, last sentence; 2, 3rd; 3, 2nd; 4, last; 5, 3rd; 6, 2nd; 7, 3rd; 8, 3rd; 9, last; 10, 2nd; 11, last.

SEPTEMBER 1955

Junior High School

SAFETY LESSON

Sketch S-0501-A

GENERAL ACCIDENTS

IS "Knowing" the Same as "Doing?"

Underline the correct answer in each statement below.

1. You want to cross a street where there is a signal light. You should: (a) cross at any place—you'll get injured only when your number is up, (b) cross after looking carefully both ways, (c) cross only at the intersection when the signal light is in your favor, and look both ways.

2. If you have to get to an important meeting on a borrowed bike, you should: (a) take risks you ordinarily wouldn't take because it's the price of progress, (b) check the bike carefully and ride carefully (c) jump on the bike and get going.

3. When attending football games you should: (a) run up and down the bleacher seats because accidents happen only to the "other fellow", (b) throw paper airplanes from the top seats, (c) act in a way which shows consideration for others around you.

4. When playing a sport you should: (a) play until you're exhausted, (b) use proper safety equipment, (c) disregard safety equipment—it's for sissies.

5. In regard to firearms you should: (a) play only with unloaded guns, (b) not worry because only about 2,000 people are killed through firearm accidents each year —the law of averages is on your side, (c) never point a gun at anyone.

6. When approaching a railroad intersection on your bike you should: (a) stop, look, and obey warning devices (b) slow down and listen for trains (c) keep going —you've always been lucky.

Discuss the test

Everyone probably got the correct answers to the above six questions. Probably no one underlined 1-a; 2-a; 3-a; 4-c; 5-b; and 6-c because they are so obviously wrong. Yet do you realize that the foregoing six answers are six false beliefs held by quite a few people? They're worse than false. The National Safety Council has labeled them "Six Murderous Beliefs." While you may not hold these murderous beliefs when you see them on paper, some of you *act* as though you believe them. Ask for a show of hands of students who have been guilty of at least one of these beliefs. Ask one or two classmates to describe an accident that they witnessed which was caused by one of these six murderous beliefs.

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

An Assembly or Class Program

Divide your class into six groups. Have each group select one "murderous belief." Write a two to three minute skit on each belief and practice a pantomine follow-up of the result of each belief. For example, one group might consist of five boys and one girl. The boys are in basketball uniforms in a huddle before the "big" game. The following conversation ensues:

SKIT

Sam: "Well this is our big game and they look pretty tough."

Bill: "Yes, but we'll take them. Joe and John have been averaging 20 points a game—they'll pull us through."

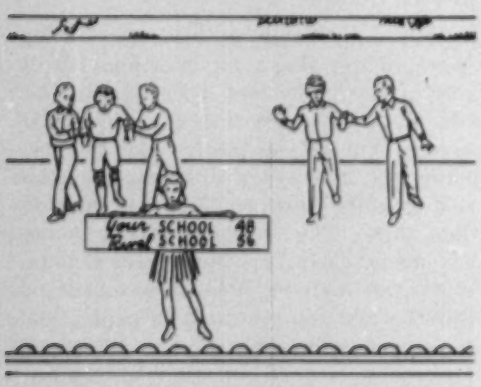
Pete: "But Joe — where are your knee guards, and, John, you don't have on your safety guard for your glasses!"

John: "Safety equipment is for sissies."

Joe: "I'll say—C'mon, let's go!"

CURTAIN

Pantomine Follow-Up



Curtain rises. Sam and Bill holding Joe between them as he hobbles on injured knees. Pete is leading John, whose eyes are covered by bandages. A girl dressed as a cheerleader carries a big poster with your school's name by the score 48 and your biggest rival school's name by the score 56.

All walk dejectedly across the stage.

CURTAIN

Dramatize Your Message

The foregoing is an example. You develop your own skits with a follow-up pantomine. Have a master of ceremonies describe the plan to the audience before the six skit pantomines are given. After all six have been completed, ask the audience to vote, by applause, for the best group. Ask the winning group to take a bow.

The MC should explain that while one group may have excelled in dramatic interpretation, all six groups presented very valuable reminders about some dangerous beliefs.

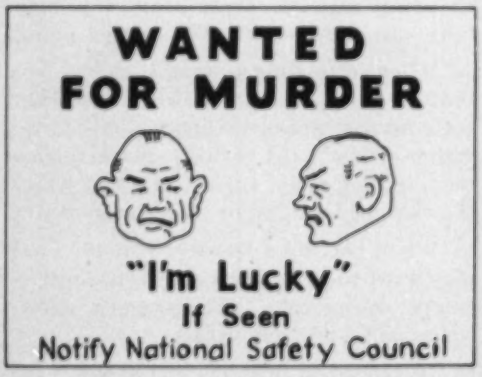
Follow-Up With a Film

Show the NSC film, "Six Dangerous Beliefs."* The M.C. should be prepared to conduct a discussion of the film after the showing.

Follow-Up Activities

See how many attractive posters you can make to hang in prominent places throughout the school to remind students of the six murderous beliefs.

Here is an illustration of one that might be used:



**Price: Black and white: Rental $5, Purchase $40*
Color: Rental $10, Purchase $80

Where Obtainable: Write the Film Division, National Safety Council.

SEPTEMBER 1955

Senior High School

SAFETY LESSON

S-0501-A

General Accident Problem

Can You Visualize This?

Have you ever attended a college football game? Did you often marvel at the number of spectators? Listed below are three well-known bowls. What reference books in the library might list the seating capacities of each bowl? Ask a classmate to get several reference books and find the seating capacities. List the data on the board.

Bowl	*Seating Capacity*
Cotton	
Rose	
Orange	

Do you realize that the number of people killed each year through accidents would almost fill one of the above bowls? Can you guess which one? Do you realize, too, that the number of people injured each year through accidents would fill *all* three bowls and that there would be a surplus of more than 9,000,000 people?

Accidents just don't "happen"—they are caused. What are some of the causes of accidental deaths and injuries? High among the causes of accidents are the six murderous beliefs stated at right.

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Six Murderous Beliefs

I. "Safety Is For Sissies."

1. Rocky Marciano wears a mouthpiece when boxing, to prevent cuts inside his mouth from punches thrown by his opponent. Is "The Rock" a sissy?

2. Willie Mays makes certain that his baseball shoes fit well and that his sliding pads are securely tied before he plays a game. Is Willie a sissy?

3. Jacqueline Cochran wore a crash helmet and safety belt when she broke the sound barrier in a jet. Was she a sissy?

It's obvious, isn't it, that people who achieve success in any field pay a great deal of attention to safety.

Ask Your Classmates

Ask four members of your school's athletic teams to give three-minute talks on instances where players got hurt because they disregarded safety rules or safety equipment.

II. "Your Number Is Up"

You've heard the expressions, "It's the way the ball bounces" and "It was determined by fate" and "You'll get hurt or killed only when your number is up." Do the foregoing statements sound as if they were made by people who plan wisely and effec-

tively? Or do they sound like weak excuses used by people who are too lazy to plan safely?

Discuss and Analyze

Ask a student to volunteer to lead a class discussion on evidence that will disprove the above statements. Ask another student to serve as recorder and list the evidence on the board.

III. "The Law of Averages"

Did you ever realize that a person can drown in a stream that has an *average* depth of one foot?

Too often we fail to realize that an "average" can be misleading. For example, an average of 36,700 people were killed annually during the past five years in auto accidents. This is a very small percentage of 160 million . . . *unless you are one of the 36,700!* Don't count on the law of averages to protect you—it won't. You must protect yourself by the law of averages. *You* and *you* alone control the law of averages. The law of averages does not control you. For example, your basketball team may have averaged 45 points per game last season, but there is no assurance that this season they will also average 45 points per game. The team controls the average—the average doesn't control the team.

What Is "Average?"

Ask a classmate to prepare an explanatory talk on, "What is meant by 'average'." Have him show how averages can be misleading and that they are determined—not determining.

IV. "The Price of Progress"

Another weak excuse and murderous belief is expressed when a person describes an accident by saying, "It's the price of progress." The armed services would not agree with the foregoing philosophy. For example, the Naval commander of the first atom power submarine, the "Nautilus," was refused permission to "take her down" on the trial run—even though everything seemed to be working extremely well. The armed forces are always seeking to improve their equipment—but not at the expense of accidents.

Safety and the Scientific Method

Ask a classmate to describe the safety features used in the science lab or in the industrial art shop where you are making progress.

V. "The Other Fellow"

No—it doesn't always happen to the "other fellow." If we could talk to the 90,000 persons killed in accidents last year, they would assure us that it doesn't always happen to the "other fellow."

Prove the Point

Just to prove the point, ask the students in your class who have been in accidents or who had some "close shaves" to raise their hands. Ask for one or two volunteers to describe the accidents, list the causes, and tell how they could have been prevented.

VI. "I'm Lucky"

Famous last words are, "I'm Lucky." Anyone who trusts to luck to protect him is not thinking clearly. One great American author said, "Shallow men believe in luck." Another writer said, "Luck's a chance, but trouble's sure, I'd face it as a wise man would and train for ill and not for good."

DON'T TRUST TO LUCK — PLAY IT SAFE!!!

Know Your Reference Books

Ask a classmate to bring in *Bartlett's Familiar Quotations* and demonstrate how to identify the two quotations shown above.

Plan An Assembly Program

Write a short skit on "The Six Murderous Beliefs." Dramatize briefly the fallacies of these beliefs. Follow the skit with the film, "Six Murderous Beliefs."[1] Prepare a brief summary to be given after the film.

[1] *Write to the Film Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois, for information.*

Price: Black and white: Rental $5, Purchase $40

Color: Rental $10, Purchase $80

Dress For Safety With Graubard's

Nationally Known Safety Patrol Equipment

"THAT PROMOTES SAFETY"

GRAUBARD'S equipment is nationally known as the school safety patrol equipment "that promotes safety." It does this by fulfilling both of the conditions essential to an effective school safety patrol.

First, it gives the wearer a definite sense of responsibility and a pride in doing his job well.

Second, being "standard equipment" it is recognized by school children and motorists alike, insuring their respect and cooperation.

Check up on your equipment today—we'll be glad to make suggestions to help bring it up-to-date.

PRODUCTS AVAILABLE INCLUDE:

RAINCOATS White—Yellow—Black	BELTS	BOOTS	BANNERS
HELMETS	BADGES	JACKETS	UNIFORMS
CAPES	CAPS	LETTERS	CAUTION FLAGS
RUBBER LEGGINGS	ARM BANDS	PENNANTS	TRAFFICONES

GRAUBARD'S

America's Largest Safety Patrol Outfitters

200 Mulberry St. Newark 1, N. J.

Here is data on the newest safety films put out by the National Safety Council and other organizations, the latest books being published on various aspects of education for safety.

Views AND REVIEWS

Above: A scene from each of NSC's three new high school safety films. Top: In Noontime Nonsense, *students study safe driving posters. Middle: You're in Charge features baby sitter training. Bottom: Victim of one of Six Murderous Beliefs is comforted by her family after mishap with electric plug.*

THE National Safety Council has released a completely new series of three school safety films. Under the general title of *Secondary School Safety Series*, these three films are directed to junior and senior high school students. They cover not only general safety *(Six Murderous Beliefs)*, but specific problems as well *(You're In Charge, Noontime Nonsense)*. They are all 16mm sound motion pictures in black & white or color and run about 12½ minutes each. The contents of the individual films are described at right.

Noontime Nonsense deals with what has become a serious problem for many high schools —irresponsible and reckless use of automobiles during the lunch hour. A case history of happenings at a typical high school shows how the problem can be resolved.

You're in Charge is a film guide for baby sitters and those who employ them. The voices of experience . . . two sitters, a young man and woman, and parents and children involved . . . offer many tips on safety for those who sit with children. Among the recommendations are: use of a check list, obtaining knowledge of children's habits, favorite games and the like. There are also do's and don'ts for sitters regarding use of the radio, television, and the like.

Six Murderous Beliefs is a dramatization of six common beliefs that can kill. Such notions as "safety is for sissies," "accidents are the price of progress," "I'm lucky," "when your number is up" are among those portrayed as leading men and women to personal disaster.

These films are available individually or as a set for purchase. They may also be rented individually. Purchase and rental prints may be obtained from the National Safety Council for schools in continental United States. Schools in Canada may obtain rental prints from the Canadian Film Institute, 142 Sparks Street,

Ottawa, Ontario. Purchase prints for Canadian schools will be sent directly from the National Safety Council.

Let's Think and Be Safe (16mm sound motion) black & white or color. 10 minutes. Production date, 1955. TV/o.k.

Produced by Portafilms for elementary school children, this film stresses the necessity of thinking safety in order to be safe. Seven classroom episodes show how an unsafe act can be stopped by thinking what would happen if it were continued. Such major school accident causes as putting things in ears, eyes, nose and mouth; sticking feet out in the aisle; hurrying too fast through doors; leaving things on the floor; pushing and shoving; handling sharp objects, etc. are pictured.

Prints are available for purchase and rental from Portafilms, Orchard Lake, Michigan.

Industrial Arts: A Safe Shop (16mm sound motion) black & white. 10 minutes. Production date, 1955.

This film is for senior high schools, colleges, and adult vocational schools and deals with safety in the shop. It is a demonstration and explanation of the safety problems and procedures of the woodworking shop. Safe clothing, good housekeeping, safe use of tools and machines, safe storage of flammable liquids are among the matters pictured. The need for a safe attitude on the part of the supervisor or instructor as well as the student is also stressed. The film would be useful for teachers and students alike.

Prints are available for purchase and rental from Young America Films, Inc., 18 East 41st St., New York 17, N. Y.

Stop and Go on a Bike (16mm sound motion) color. 13½ minutes. Production date, 1955. TV/o.k.

This is a new J. C. Penney sponsored film starring the popular puppets *Stop and Go*, the safety twins first introduced in the film *Stop and Go, the Safety Twins*. In this film, the twins demonstrate the safe practices necessary for bike riders. A young friend is shown these safe practices by the twins and a friendly policeman. Some live action at the beginning of the film makes the production very real. For elementary school levels.

Prints are available for loan from Association Films, Inc., 347 Madison Avenue, New York 17, N. Y.

The August quarterly Supplement to the 1955 issue of the *National Directory of Safety Films* is now available. Single copies will be sent free of charge on request and will also be included in each copy of the Directory purchased from the National Safety Council. Single copies of the Directory sell for $1.00 each.

For information on available safety films and for copies of the Directory and supplement, contact Nancy Lou Blitzen, Editor, *National Directory of Safety Films*.

New and Revised Editions . . .

***Your Health and Growth Series*, W. W. Charters, Ph.D., Dean F. Smiley, M.D., and Ruth M. Strang, Ph.D., authors of all six volumes. The MacMillan Company, New York, 1955. Individual book titles, second revised editions: *Healthful Ways, A Sound Body, Let's Be Healthy, Habits Healthful and Safe, Health Secrets, Growing Up Healthily*. Page lengths of individual books vary from 230 to 342.**

Prepared in graded levels for boys and girls from lower elementary through high school years, these books take up both health and safety in all the stages of growing up. Books for earlier years present ideas and games for classroom dramatization, as well as stories and straightforward explanation of the "reasons why" behind health and safety measures. Throughout the series the chapters end with "things to do or think about," personal tests to take, or discussion questions. Each volume is well illustrated, using pictures of children in action at the age levels pertinent to the particular book. Each also employs vocabulary and typography for the grade level involved.

* * * *

***Safety for Recreation Areas and Playgrounds: Safety Education Digest, 1955*. Issued by the Center for Safety Education, New York University, New York. 60 pages. J. D. Elkow, Brooklyn College, is editor. Introduction is by Herbert J. Stack, Director of the Center for Safety Education.**

Seventeen short articles by well-known authorities cover safety on recreation areas and playgrounds, presenting new ideas, techniques or methods for making recreational programs safer. Digest style and size, the booklet adds short quotes from previously published material on the subject of playground and play safety, including several from SAFETY EDUCATION Magazine. Front cover illustrations repeat the motif of three posters in the 1955-56 series of National Safety Council elementary school posters.

* * * *

***The Road to Better Driving*, a visualized course in driver education. By Ernest B. White, instructor of driver education at White Plains, N. Y. Cambridge Book Company, New York 13, New York. 384 pages; cloth edition $1.95; paper edition with identical and complete text, 95 cents.**

Termed a work-a-text for student use, this book combines text and workbook under one cover, includes discussion of habits of driver and pedestrian, what makes the wheels go round, driving know-how, rules of the road, automatic transmissions. Well illustrated in second color, with some humorous cartoons intended to gain interest of teen-agers.

BULL

A weekly television show in which high schoolers discuss means of greater safety is a project of the Cincinnati, Ohio, Junior Safety Council. Above: Discussing a specific traffic problem on a map of the city are, from left: student Ellen Gleason; Dave Stanley, WCPO-TV; Dr. Irmagene N. Holloway, Greater Cincinnati Safety Council; and other students.

tagged in case of tragedy . . .

A unique idea for identification of children in an emergency has been approved by the Mississippi Parent-Teacher Association for adoption in schools throughout the state.

In such tragedies as fires, car wrecks, bus crashes, tornadoes and floods, there are often many anxious days before victims can be identified. So the state Civil Defense Council in Mississippi has authorized an identification tag for school children. The tags are made of stainless steel and have a bead chain for wearing around the neck. They are priced at 50 cents.

The Mississippi PTA civil defense chairman, Mrs. J. L. Eskridge, has suggested that local civil defense chairmen throughout the state investigate the tags and present the program to schools.

home workshop safety program started . . .

A home workshop safety program which is reducing accidents in Park Ridge and Des Plaines, Illinois, was inaugurated last year by industrial arts teacher Nicholas P. Stumpf. The program consists of four evening sessions a year for adults, special meetings for men's clubs and after-school instruction for students.

Stumpf, of the Maine Township High School, Park Ridge, took a homeroom poll of home workshop accidents one morning and found there was a total of at least 250 disabling accidents each year in the Des Plaines-Park Ridge area, and the toll was rising by 15% every year. He realized the need for acquainting people of the community with the principles of workshop safety and organized one of the first workshop safety instruction programs in the nation.

Allstate increases grants . . .

Twenty-eight grants, totaling $117,500, have been presented by the Allstate Foundation to colleges and universities throughout the United States in its 1955 program to provide training courses for high school driving instructors, according to Calvin Fentress, Jr., Foundation president.

This is an increase in the number of grants from 22.

The Allstate Foundation college grant program was initiated in 1953 to aid in providing the trained instructors necessary to the nation's high school driver education program.

education board surprises superintendent . . .

A rare, but happy, occurrence happened in San Francisco last spring. The board of education authorized the purchase of 12 dual control automobiles for an expanded program of driver education in San Francisco high schools. Superintendent H. C. Clish had asked for only nine!

The superintendent was delighted. In fact, the board and he were in agreement that 15 would have been ordered had there been enough teachers to give instruction. The 12 cars will train only 1,800 students a year, half the number needing and desiring instruction.

accident-prone situation changed . . .

Extension teachers at Pennsylvania State University, who travel throughout the state doing special teaching, must stay over night wherever they are if their job keeps them out until after midnight.

The new ruling put into effect by Lorin Elder, employee safety director at Penn State, is intended to lessen traffic accidents caused when extension workers hurry back to the campus late at night, often tired from their day's work, and accident-prone, as a result.

Elder has also arranged with the Deans of Extension that no early morning meetings for extension workers be held if any workers have been on the road late the night before.

SAFETY SIGNALS FROM MANY STATES

danger in the streets . . .

American pioneer days were days of extreme danger to children—danger from wild animals, from Indians, from becoming marooned in the wilderness. The dangers were close and personal, and parents felt a strong responsibility to watch over their children, to teach them how not to invite danger . . . how to act if danger came.

These modern times bring equal dangers to youngsters but the dangers are more insidious, according to J. Clark Samuel, writing in the *Foxboro Reporter,* Foxboro, Massachusetts. One of the chief dangers to children today is highway traffic, he states, and, just as in the old times, parents have a responsibility to teach their children how to avoid danger when crossing streets and highways.

The police department assigns men to guide our children safely through traffic. The schools too are doing everything possible to promote safety among children, but they cannot be expected to assume the entire responsibility for the safety of youngsters after they leave their homes, Clark says. The parents must accept the responsibility of teaching their children how to act safely . . . just as did pioneer parents of old.

'rooming' students protected . . .

"The householder lets a *room;* the student rents a 'home.' Therein lie many of the peculiar demands put upon a room by student occupancy," is a statement found in a *Householder's Newsletter,* put out by the University of Minnesota Student Housing Bureau. The *Newsletter* is sent to hundreds of Minneapolis and St. Paul householders who rent rooms to Minnesota students, contains fire safety and home accident prevention information, as well as hints on how to make student rooms more comfortable and home-like, explanations of University policy concerning students in off-campus housing, and other important information for householders to know.

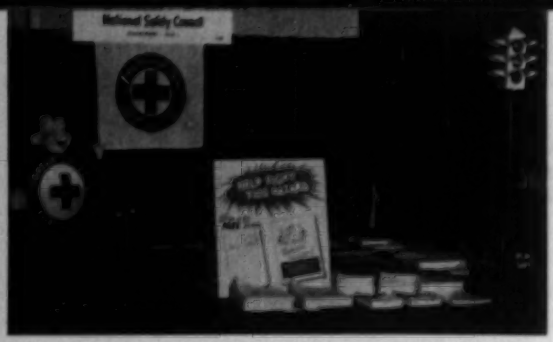
The Student Housing Bureau, set up by the University's Board of Regents, checks rooms of every University of Minnesota student who is living away from home, has rigorous standards of space, fire safety and general home safety for rooming house operators to live up to. Such care pays off. There hasn't been a major University rooming house fire in many years.

Los Angeles installs Drivotrainers . . .

Los Angeles, which will give complete driver education this year to 6,000 students, will inaugurate a program using the Aetna Drivotrainer.

In inaugurating the Drivotrainer program, Los Angeles will reduce the cost of the behind-the-wheel phase of the course by giving part of the on-the-road instruction in the Drivotrainers' classroom training cars.

Police in Euclid, Ohio, have a new method of teaching safety to children and adults because of this public address system-equipped police car. Parked near crowded intersections and school crossings, police in the car make discreet use of the loud speaker to warn bicycle riders, child pedestrians, and motorists of infractions. Sergeant Ray Smith, safety education officer for the Euclid Police department and local safety council secretary, is shown with Leonard Loos, principal of Shore School, Euclid, and students Paul Salerno and Susan Schliecker, as they look over the new car.



The annual National Education Association convention was held July 4-8 in Chicago this year, brought some 15,000 educators to the Lake Michigan city. Most of them saw this National Safety Council exhibit which showed teachers and school administrators NSC aids to their safety education curriculum.

Aetna Drivotrainers are small, stationary cars equipped with all standard car controls. Special films are flashed on a large screen in front of the room, and students get valuable practice in on-the-road driving habits.

recommend student safety councils . . .

Endorsement of high school student-run safety councils in Texas was made recently by the students themselves meeting for the 19th annual convention of the Texas Association of Student Councils.

The students recommended that a standing safety committee be established in each student council in Texas, that the committee have four essential features: (1) to be student-run along democratic lines, (2) to have outstanding faculty guidance, (3) to constantly inform every member of the faculty and student body of its objectives and plans, (4) to carefully work out a program of action to meet needs of that school.

for

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade — adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at $15.00 Per Doz. $1.50 each small lots.

2¾" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen ..... $5.00 Lots of 50 .....28c each
Lots of 25 ..... 30c each Lots of 100 .....25c each

SIGNAL FLAGS—12x18 Inches

Red cotton bunting, white lettering, "SAFETY PATROL." Per dozen.....$6.00 Less than dozen .....$1.00 each

Write for our Safety Patrol Circular

OUR RECORD 55 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.

student driving regulated . . .

A complete set of rules for students who drive to school, and a student-run judicial system to enforce the rules, is the answer to the student shot-rodding problem at Glenbrook High School, Glenview-Northbrook, Illinois.

At Glenbrook, students who wish to drive to school must have a permission form signed by their parents; so, also, must any of their youthful passengers. They must adhere to a list of reasonable rules which has been worked out by the Student Safety Council under the guidance of their adviser, Miss Margaret Johnson.

Student monitors are posted in the school parking lot to see that rules are kept; violators get a ticket and appear the next day before a student traffic court. The court is made up of a chief justice, four associate justices, a clerk, bailiff and a teacher-sponsor, metes out fines of 25 cents minimum for first offense, and 50 cents minimum for second offense. Any youth who is called up for his third offense loses his permit to drive to school.

Court officials and monitors are selected by the school's student council and safety council.

he's interested in driver ed . . .

If all driver education instructors are as interested as L. R. Ivins, Salt Lake City, Utah, driver education programs should expand with dramatic progress.

Ivins, driver ed instructor at Olympus High School, Salt Lake City, has been hunting uranium in his spare time with a friend. Recently, the two of them found two good claims which they had every reason to believe were "hot," loaded with uranium ore.

They were excited and eager to get back out into the wilderness to investigate their new-found claims. But there was a driver education meeting in Salt Lake City Ivins didn't want to miss.

The upshot: Ivins postponed his uranium-hunting expedition to attend the June meeting of the Utah Driver Education Advisory Committee, which was to establish standards for driver education for the state department of education.

keep kite flying safe . . .

Cooperation to keep kite flying safe for American youngsters was urged recently of 16 firms in the kite manufacturing business.

The plea was made by toy manufacturers of the U.S.A., who cited the frequent child deaths caused when kites are flown using wire instead of string or cord. They cited a National Safety Council recommendation that manufacturers include some printed safety suggestions along with their general instructions in order to make children aware of the danger of using wires when flying kites.

lightning hits four at school . . .

A stroke of lightning streaked through a school yard where 30 boys were playing and killed four of them in Kingsville, Texas, in May.

Forrest E. Long, right, professor of education, Center for Safety Education, New York University, receives an honorary degree of Doctor of Laws from Dr. Peter Sammartino, president of Fairleigh Dickinson College. Dr. Long is chairman of the judges committee, National School Safety Honor Roll.

A Vital Safety Text

An up-to-date text for Grades 7-8-9 by the authors of "Safety in the World of Today."

SAFETY CHALLENGES YOU

Herbert J. Stack Director, Center for Safety, NYU — *Don Cash Seaton* Director, Physical Education, U. of Ky. — *Florence S. Hyde* Author of many safety books

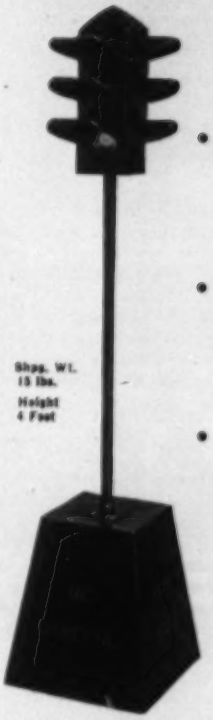
A practical, dynamic program based upon the three fundamentals —Skills, Attitudes, and Knowledge — essential to safe living. Six well-organized units insure successful learning and daily applications in everyday situations. With graphs, drawings, photos.

Write for detailed descriptive folder.

BECKLEY-CARDY CO.
Publishers
1900 NARRAGANSETT AVE.
CHICAGO 16, ILL.

MAKE SAFETY TEACHING EASIER with the NEW

MINIATURE TRAFFIC LIGHT



Ships. Wt. 15 lbs.
Height 4 Feet

- Duplicates actual stop-and-go lighting cycles.
- Brings safety lessons to life for more effective instruction.
- Has sturdy, yet light-in-weight construction for easy handling and long service life.

MODEL 12GA
$39.00
F.O.B.
Cleveland, Ohio

NOW YOU CAN duplicate true traffic situations right in the classroom! The new Miniature Traffic Light, which is manual in operation, duplicates the actual lighting cycle of real traffic signals. *Just 4 feet high*, the Instructor Light is ideal for elementary schools, high school and driver training schools. It's all-metal constructed, with shatter-proof plastic lenses. Operates on any 110 volt outlet. No special wiring needed—just plug it in. Comes complete and fully assembled. Place your order NOW!

Full details available on request. Write the address below.

NEW TEACHING MANUAL for traffic safety instruction. One copy free to qualified personnel. A practical 16-page guidebook on safety teaching. Prepared by a national teaching authority. Write on your official letterhead.

SCHOOL SAFETY LIGHT CORP.
P.O. Box 2873 • Cleveland 14, Ohio

New Products

Viz-U-Lizer

An effective aid for re-enacting and analyzing traffic accidents is the "Viz-U-Lizer," a device made in three sections which can be interchanged to create other types of intersections. The reverse side can be used also, since the back of the first section contains a replica of a modern, four-lane highway with safety island. A blackboard finish is on the back of the other sections. Suitable for driver education courses and other group discussions, the unit is displayed on an easel, adjustable for height.
Sales-Aid Co. Item 1.

Junior Traffic Game

"Let's Play Safe" is a game that makes use of scaled down authentic traffic equipment to condition children easily, effectively and entertainingly to safe traffic habits. The model contains five metalized, full-color replicas of regulation traffic signs. Also included are a manually-operated red and green traffic light, a police license plate, a police badge, a whistle, a book of junior traffic tickets and a set of playing rules.
X-Acto, Inc. Item 2.

Saf-T Paper Cutter

The paper cutter can be used with complete safety by children of kindergarten age. It features all steel construction and a "Hidden Blade" cutting edge, a completely concealed standard Schick Injector razor blade that cannot touch anything except the material being cut. The blade can be easily replaced and will cut anything—tissue, paper, cloth, material, cardboard, drawing board, corrugated—easily with a one-hand press and slide motion. Four rubber feet. Made in sizes 12", 15", 18" and 24"
Hectographia Corp. Item 3.

SAFETY EDUCATION — SEPTEMBER 1955
425 N. Michigan Ave., Chicago 11, Ill.

Please send me more information on the items circled below:

1 2 3 4 5 6

Name .....
Title .....
Address .....
City .....
State .....

School Bus Sound System

A sound system specifically designed for child safety on school vehicles has been developed by Midwest Audio Services. This unique system known as Mobilpage employs no tubes, vibrators or other fragile components of any type. This system provides instant and effective voice supervision in the largest vehicle. The outside speaker gives clear, authoritative control over children within several hundred feet of the bus, thus providing protection which can be had in no other manner. Mobilpage is designed to be used on the newer 12 volt electrical systems only. The system consists of a filter-control unit, microphone with cordage and connector, plus two speakers. Midwest Audio Services. Item 4.

Safety Signal

A new flashing safety signal for school crossings has been developed by New Castle Battery Manufacturing Company. Known as the Champion Safety Signal, it warns approaching cars of the school zone area in two ways — by two amber lights alternately flashing in both directions and by a yellow porcelain enamel "school" sign. This mobile unit has four basic components: the flashing lights; the school sign; a battery, charger and timing mechanism; and a frame with wheels and legs. The sign is of legal size and shape, conforming to state highway specifications.
New Castle Battery Manufacturing Company. Item 5.

Do-All Rubber Runner Mat

Accidents resulting from slipping on wet swimming pool decks can now be largely prevented by a new rubber runner mat known as Do-All. This matting is ⅞" thick with 1½" wide ribs which run parallel to the length, separated by ½" and ⅛" depth recesses. It is available in black, red, green, blue and mosiac, 23 inches wide in rolls 50 feet long, and 34 inches wide by 38 feet long. Sides and edges are beveled.
American Mat Corp. Item 6.

Crescent Sam had the drop on him—briefly

"I'M a she-wolf from Bitter Creek and it's my night to howl!"

Crescent Sam stepped into the kerosene glow of the biggest saloon in Perry, Oklahoma, and fired a six-gun into the air.

Suddenly, he spotted the stern-faced peace officer you see here. He aimed and pulled.

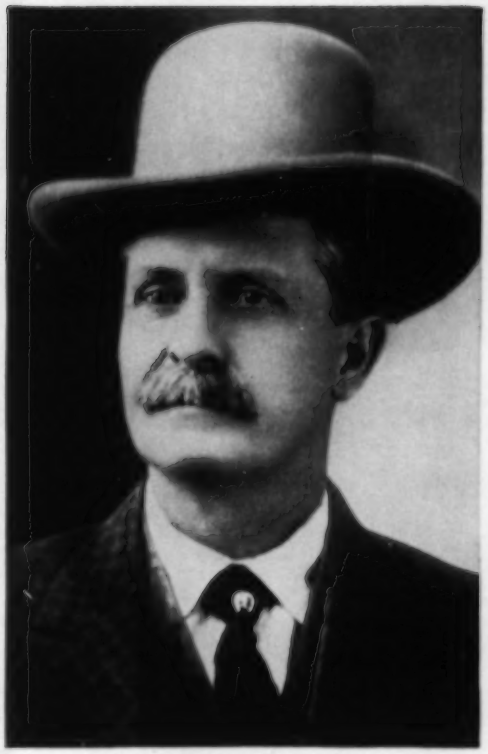
And in a gun flash, he lay dead.

Crescent Sam, thief and killer, had made the fatal mistake of trying to outshoot Bill Tilghman, Tilghman who, shooting from the hip, could hole the ace of spades at 30 feet. Tilghman who once said, "I never shot at a man in my life and missed him."

Bill Tilghman was no legendary gun fighter. He was the genuine article, a fearless, honest frontier marshal described by the San Francisco Examiner as "the best peace officer the West ever knew."

His hardy spirit and resolute courage are a legacy today's 160 million Americans proudly share. And when you consider that those Americans are the people who stand behind U. S. Savings Bonds, it's easy to see why these Bonds are one of the world's finest investments.

Why not guard *your* security the safe way that helps your country? Invest in—and hold—U. S. Series E Savings Bonds.



It's actually easy to save money—when you buy United States Series E Savings Bonds through the automatic Payroll Savings Plan where you work! You just sign an application at your pay office; after that your saving is done for you. And the Bonds you receive will pay you interest at the rate of 3% per year, compounded semiannually, for as long as 19 years and 8 months if you wish! Sign up today! Or, if you're self-employed, invest in Bonds regularly where you bank. There's no surer place to put your money, for United States Savings Bonds are as safe as America!

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3 new SAFETY EDUCATION FILMS

Covering major safety problems of the high school age group, and featuring 'teen age' actors in 'teen age' situations, these dramatic lessons in safety sense are presented with sound, color and motion to capture and hold audience interest. By combining entertainment and education they teach without preaching; striking at the thoughtless, unsafe acts which too often bring tragedy into young lives.

SIX MURDEROUS BELIEFS
Six vignettes which tear down the improper attitudes which can lead to accidents. Such beliefs as 'safety is for sissies,' and 'accidents happen only to the unlucky,' are held up to a mirror of logic and reflected in all their foolishness.

NOONTIME NONSENSE
Covers the problem of reckless, irresponsible, lunch period driving. Shows how the students themselves, at a typical high school, stamped out the 'car tag,' racing, and swerving at pedestrians, which had become cause for concern to parents and teachers.

YOU'RE IN CHARGE
A film about baby sitters—who hold the safety of human lives in their hands. It shows the precautions that a careful sitter must take, as well as describing the explanations and information that conscientious parents must give to the sitter.

All available in 16 mm sound and motion, black and white or color. Running time 12½ minutes.

	Single print price each	Complete set (all 3 films)	Single print rental price each
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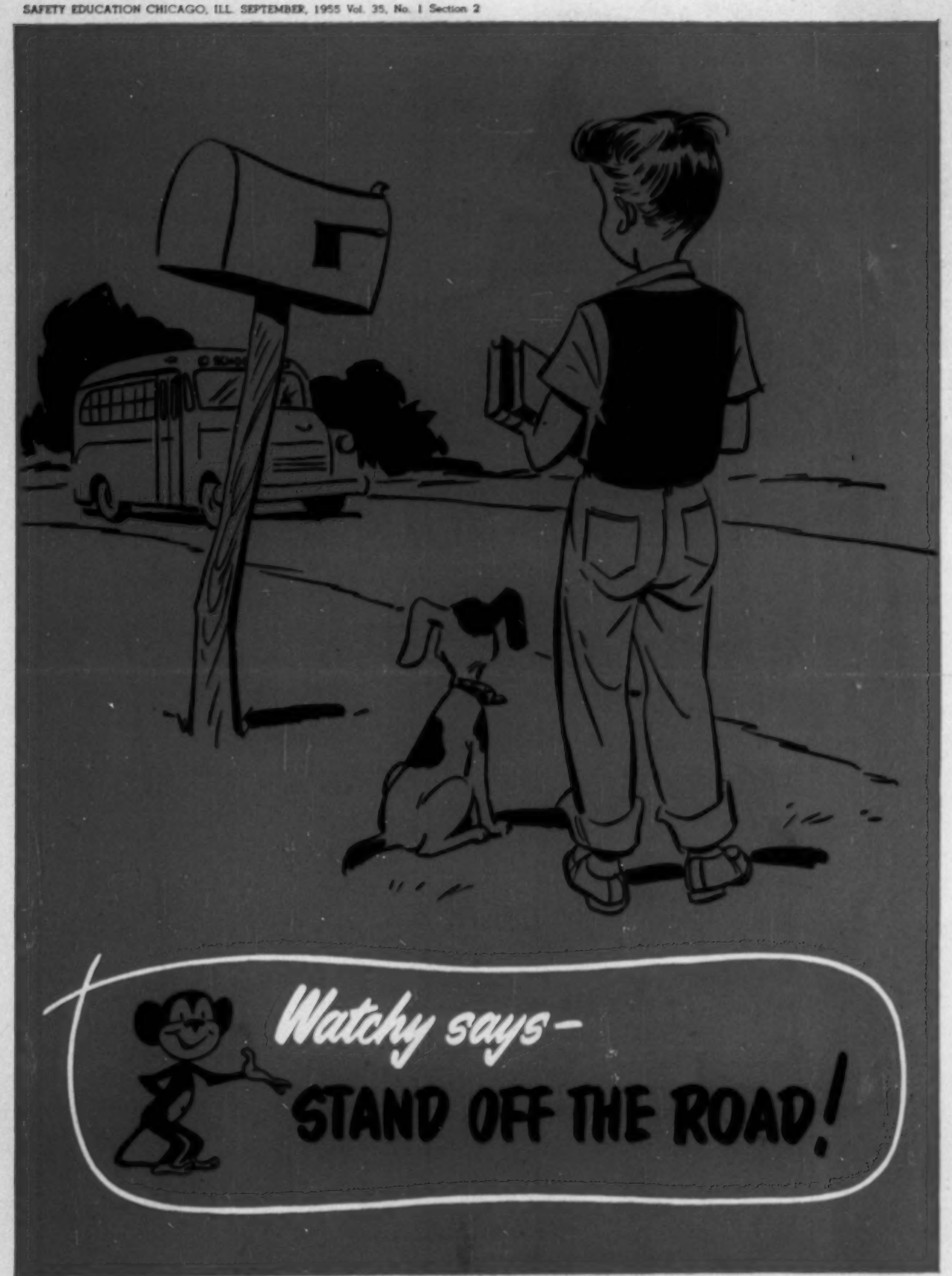

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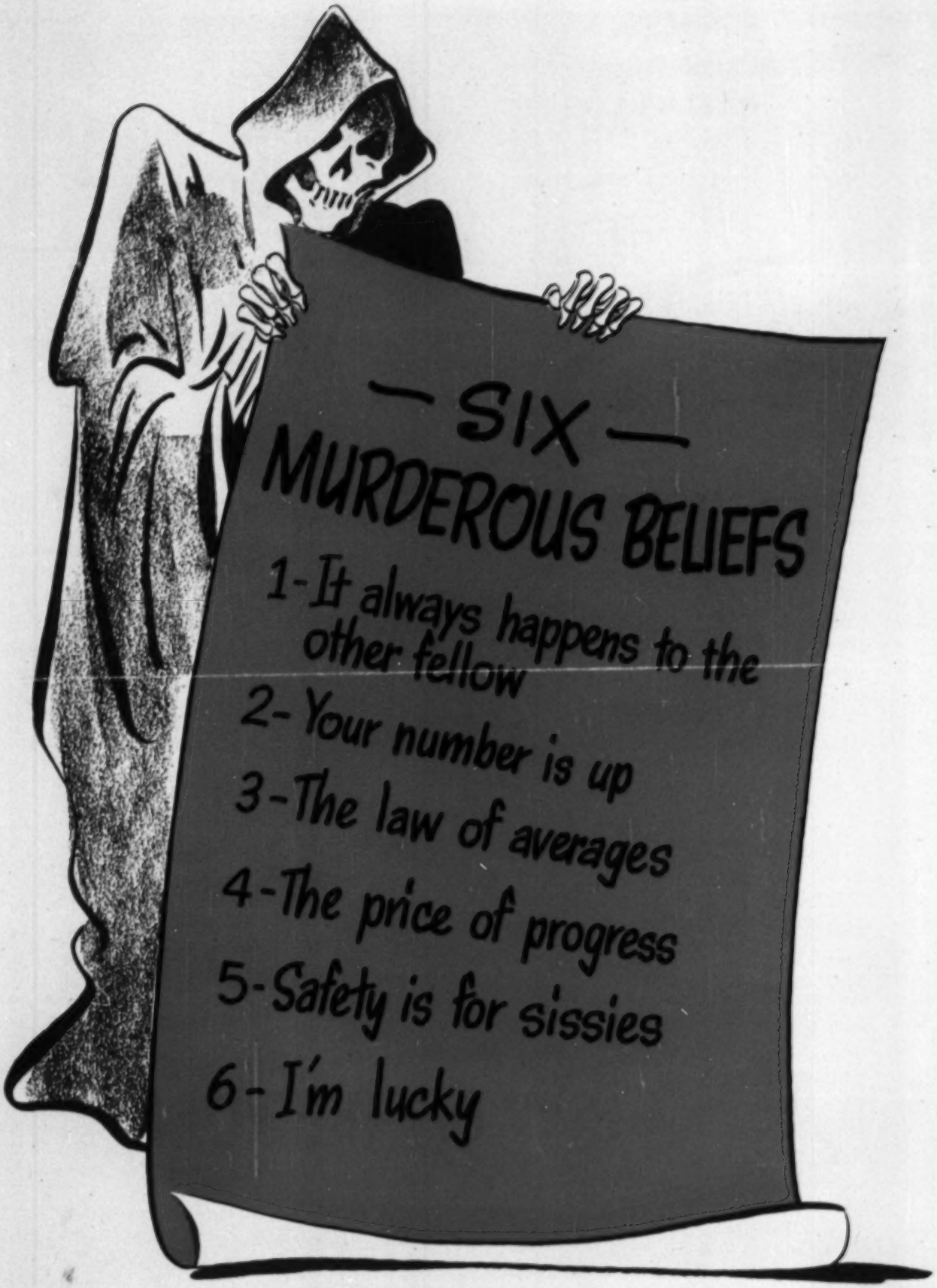

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